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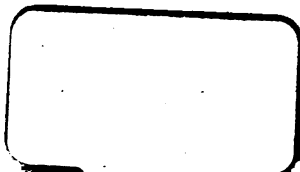


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POLLARD'S

ADVANCED SPELLER

BY

REBECCA S. POLLARD

ORIGINATOR OF THE SYNTHETIC METHOD OF TEACHING READING



NEW YORK ❖ CINCINNATI ❖ CHICAGO
AMERICAN BOOK COMPANY

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SPELLING REFORM.

The American Philological Association has recommended the following "Rules for New Spellings":

1. Drop *ue* at the end of words like *dialogue*, *catalogue*, etc., where the preceding vowel is short. Thus spell *demagog*, *epilog*, *synagog*, etc.
2. Drop final *e* in such words as *definite*, *infinite*, *favorite*, etc., where the preceding vowel is short. Thus spell *opposit*, *preterit*, *hypocrit*, *requist*, etc.
3. Drop final *te* in words like *quartet*, *coquette*, *cigarette*, etc. Thus spell *cigar*, *ros*, *epaulet*, *vedet*, *gazet*, etc.
4. Drop final *me* in words like *programme*. Thus spell *program*, *oriflam*, *gram*, etc.
5. Change *ph* to *f* in words like *phantom*, *telegraph*, *phase*, etc. Thus spell *alfabet*, *paragraf*, *flosophy*, *fonetic*, *fotograf*, etc.
6. Substitute *e* for the diphthongs *æ* and *œ* when they have the sound of that letter. Thus spell *eolian*, *esthette*, *diarrhea*, *subpena*, *esofagus*, *atheneum*, etc.

The National Educational Association has recommended for use in its official documents the following:

tho	for	though	program	for	programme	prolog	for	prologue
thru	"	through	throat	"	throughout	demagog	"	demagogue
altho	"	although	thorofare	"	thoroughfare	decalog	"	decatalogue
thoro	"	thorough	catalog	"	catalogue	pedagog	"	pedagogue

The International Dictionary has been taken as the standard for pronunciation and spelling in this book, though the above recommendations are cordially approved.

The great difficulty in the way of reform in spelling is that most people have been taught to recognize words by their forms only, not by what their letters say. Thus, it would be difficult for them to read such words as *thru*, *gazet*, *fotograf*, *flosophy*, etc. Children taught by the Pollard Method are prepared to read any spelling governed by phonic law. The letters in a word speak, and the child will get the pronunciation, and hence the meaning, as readily from the spelling *thru*, with which he is not familiar, as from the spelling *through*, which he knows; whereas, to a child taught to recognize words from form alone, an unfamiliar symbol, as *thru*, is not a "sign of an idea."

THE PUBLISHERS.

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PREFACE.

This speller is designed to give pupils the power to pronounce and spell words independently and correctly. It is intended to train them in habits of noting with accuracy the component parts of a word and, without reference to the dictionary, to form an opinion of its correct pronunciation.

A knowledge of the meaning of a word does not enable one to pronounce or spell it correctly. The correct pronunciation of a word is an aid to its spelling, but only a thorough acquaintance with the elements that compose a written word gives us the power to exactly reproduce it. To determine the pronunciation or spelling of a word, one must notice not only the letters of which it is composed, but also the relationships of the letters. We give the child a word in the form in which he ordinarily sees it. We ask him to apply to each letter the principles which he has learned and, after reasoning out its sound value, to record with a diacritical mark the result of his own investigation. It seems plain that in so doing the component parts of that word must be indelibly impressed upon the child's mind, and that he must form habits of close scrutiny—of not only seeing things accurately, but of seeing them in their relationships to other things. The result is that in a word which he has marked, every letter and its exact position in the word are fixed in his mind, and it is thus that correct spelling as well as accurate pronunciation is secured.

The old phonic method afforded but little aid, because pupils were not trained to see the relationships of the letters in a word and to record the resultant sound values. Hence, there was no impression of silent letters or equivalent sounds left upon the memory, and such words as *knife*, *eight*, etc., were frequently misspelled. With the Pollard Method, before the child is asked to spell the word *knife*, he is required not merely to note that *e* and *k* are silent, but to actually make a written record of that fact by marking them silent; and in the word *eight*, he marks *h*, *g* and *i* silent, and makes an additional record of the fact that in this particular word *e* has the sound of *a* long.

Our use of diacritical marks is essentially to enable the pupil to make such a written record. Can it be questioned that, by first rea-

soning out what it is necessary to do and then actually performing the operation with his hand, a keener impression of the characters in the word is made upon the pupil's mind than can be made in any other manner? This seems to the writer to be the only practical use for diacritical marks outside of a dictionary. If printed in a book, with the words syllabicated and accented, they are merely confusing, as the words look unnatural and experience proves that the marks have little meaning to a child unless he himself has been taught to use them.

We familiarize the pupil with the forms of the prefixes and suffixes, with their meanings and with the effect which their addition to a word has upon its spelling. It must be apparent to every one that in so doing we assist him in recognizing in the polysyllabic stranger a familiar short word with one or more modifying prefixes or suffixes.

This book should be an excellent preparation for the study of etymology, as, when a word is given to the child for spelling or pronunciation, he naturally looks to see of what it is composed. It also prepares him for an intelligent use of the dictionary. He has been trained in the laws of sound and has a well-defined opinion of the pronunciation of most words. When he goes to the dictionary for a word and finds that it is pronounced as he thought it was, his opinion is confirmed and he knows that word. If, on the other hand, he finds he is wrong, he has a point of comparison. The fact conflicts with his opinion and the correct pronunciation of the word makes an impression upon his mind. For example, he knows that in nearly all words ending in *or*, as *color*, *rigor*, etc., *or* is glide obscure. If he looks up *stupor* and finds that *o* is short in the termination, he will remember it, because the word is not pronounced as he thought it should be. The dictionary should be of the greatest value in every school-room. Nearly every educator urges its use, yet for pupils taught reading and spelling by methods commonly used the dictionary is of little value as an aid to either pronunciation or spelling. The child has no opinion of the exact pronunciation of a word. As he finds it in the dictionary, it appears to him as an arbitrary and isolated fact. He knows nothing about the sound of *or*. He may look up *stupor* to-day and *color* to-morrow, and the next day he cannot give you the correct pronunciation of either one.

We believe it is the uniform verdict of teachers of the Pollard Method that our plan of instruction greatly assists pupils in their language work. It certainly gives them a much greater working vocabulary than they can acquire in any other way, and should go far

to abolish the complaint so general in our high schools, academies and universities that, although they read good books and hear fine speakers, pupils, in their own conversation, and especially in their written exercises, are limited to their home vocabulary. For the purpose of correcting this difficulty, more work in English and more composition are being added to courses of study, but improved results are not apparent, and for a simple reason. The pupils see a word in print; they know its meaning; they get the thought, but they do not know the word well enough to use it. Many times they have such a hazy idea of a word that they are not even able to find it in the dictionary. This is the direct result of "skimming to get the thought."

Although some prominent superintendents have belittled the importance of spelling, we think there is no necessity for advancing any argument for better work in this branch of study. The inability to spell correctly is always considered an indication of a lack of culture, yet nearly all teachers and superintendents and, we think, all school patrons, complain that good spelling is a rare exception. No matter what any one may say for former methods of teaching spelling, nor how psychological or pedagogical they may seem, their results condemn them. In contrast to this the logical results of careful instruction in the Pollard Method are correct spelling, accurate pronunciation, increased help from the dictionary, and the use of a vocabulary which it will be difficult for the pupil to acquire in any other manner.

The author cordially believes in "the correlation of studies," but does not understand this to mean that each book should be a *pot-pourri*. The average school speller seems to devote too much space to other branches and too little to accomplishing the specific thing for which it was written. It is hoped that this is a speller which will teach spelling.

The grateful acknowledgments of the author are due to Supt. O. W. Weyer, of Keokuk, Iowa, for valuable suggestions, and to the many teachers whose practical experience in the school-room has assisted the author in adapting this book to the needs and capacities of children.

The selections from Lowell and Bryant are used by permission of and special arrangement with Houghton, Mifflin & Co., publishers of Lowell's works, and D. Appleton & Co., publishers of Bryant's works.

INSTRUCTION TO TEACHERS.

The "Instruction" at the head of each lesson is intended to formulate for your use the principle which that lesson teaches. Do not require pupils to commit the Instruction, which merely states a fact of the language. Teach children the fact, not the statement of it. In your own way, explain and illustrate the principle embodied in the instruction. When this is fully understood and the pupils have applied it to the accompanying word classifications, then lead them to formulate their knowledge into a statement as nearly as may be in the language of the Instruction.

Write upon the blackboard as many words of the lesson assigned as are necessary to illustrate the principle which the lesson develops. Explain this principle so carefully as to make it thoroughly understood by each member of the class, after which write the remaining words of the lesson upon the board and call upon pupils in turn to diacritically mark them and give their reasons for so doing.

If convenient, arrange a curtain to conceal these marked words, or cover them with a large sheet of paper, and send pupils to their seats to copy from their spellers and diacritically mark all the words of the lesson; after which remove the curtain, that they may compare their papers with the marked words on the blackboard and correct their own mistakes.

For the next spelling exercise, have the class write these same words from your dictation. Be careful to pronounce each word accurately and distinctly. Each day have several members of the class pronounce the words written from your dictation. Require pupils to stand erect, hold their papers properly, and pronounce the words rapidly. Insist upon clear articulation and accurate pronunciation. Every sounded letter should be distinctly heard in the pronunciation of a word. The rapid pronunciation of the words of the lessons will assist materially in perfecting the pupils' articulation, if the teacher insists upon each sound being accurately and distinctly given.

Examine carefully the lists of words written from your dictation. If a mistake is found, first be sure that the pupil making the error understands the principle involved, and then require him to copy and mark the word repeatedly.

The independent marking of words will be more helpful to a pupil than any other part of his spelling exercise, since, to determine the sounds of the letters in order to mark them correctly, he must notice their exact positions. A second marking of the words of a lesson

will be found very profitable. If time be allowed, you are urged to have pupils diacritically mark the words written from your dictation.

Keep a list of words which are frequently misspelled, and give a few of them from time to time as a part of the regular spelling lessons. If oral spelling is desired, select from this list the words which are in common use.

In marking and sounding words, the pupil follows the same order of notation as in monosyllables, always beginning at the right of the word and moving toward the left.

Reserve space on the blackboard for separate tables of prefixes, suffixes, and terminations, and write them in this space as they occur in the daily lessons, allowing them to remain upon the board.

Since the pronunciation of prefixes and suffixes, apart from the words containing them, would sometimes give incorrect sounds to their vowels, refer to these by their letter names, as the prefix *r-e*, or the suffix *e-r*, or *i-b-l-e*.

Ask frequently for the prefix, suffix, or termination of the words in each new lesson. As the words increase in length, cultivate a habit of tracing primitives, and illustrate the force or meaning of the prefixes and suffixes used; as, in *baker*, show that the verb *bake*, with the suffix *er*, makes the noun, meaning *one who bakes*; in *unjust*, we find *just*, with the prefix *un*, meaning *not just*; in *unconquerable* are the verb *conquer* and the adjectives *conquerable* (*able to be conquered*) and *unconquerable* (*not able to be conquered*).

When pupils are doubtful about the right spelling of a derivative word, lead them to think of the primitive form of the word and to recall the letters composing it. Then call attention to the laws which govern the formation of that class of derivatives. Thus, in *beggar* they should see *beg*. As this word ends in a single consonant preceded by a single vowel, the final consonant is doubled before a suffix beginning with a vowel.

The dictation exercises in Part I will be found very valuable reviews in spelling. They are intended, as well, to suggest to the teacher the frequent composition and dictation of similar sentences to be used with the different lessons. Vary these exercises occasionally by calling upon pupils to dictate the sentences selected for the class to write, and listen attentively, that you may correct any errors in pronunciation. The selections from celebrated authors, in Part II, are of special value for their literary merit and may be used for memory gems.

The book contains a number of lessons on homonyms. These lessons give not only the definitions of the words, but also exercises for dictation, showing their uses. It is hoped that the teacher will carefully test the knowledge of each pupil by means of these sentences and encourage him to make correct use of the homonyms by embodying them in original sentences. Where a homonym occurs in one of the regular lessons, test the pupils' knowledge of the meaning or meanings of the word in the form given, and contrast it with other words, if any, which have the same pronunciation, but a different meaning. Except when they occur in sentences, always define homonyms when dictating them for either a written or an oral spelling exercise.

It is not expected that pupils will learn the definitions of terms (Appendix, page iv), but it is hoped that as the different terms are introduced in the text the teachers will explain and illustrate their meanings so fully that every pupil will thoroughly understand them.

There are, of course, words in the language containing minor irregularities. For instance, when a single consonant is found between two vowels, it cannot always be determined to which syllable the consonant belongs. In many cases the instruction at the head of the lesson gives specific directions for such words. These instructions are designed to show teachers how to deal with similar difficulties, and to remind them that they are expected to assist the pupil upon points which he cannot determine for himself.

After a new principle has been mastered, it will not be necessary to place all of the words of a lesson upon the blackboard. Take a few of each classification, and all words of unusual spelling or pronunciation, or which have peculiarities not covered by instructions previously given.

If pupils are to attain the desired results, it will be necessary to give those who have no knowledge of phonics at least an outline of the monosyllabic work. They should be drilled on the sounds of the letters and the marks which indicate those sounds, and be taught the most important classifications or "families." Teachers who are unfamiliar with phonics will find the tables (Appendix, pages vi to xii) a great convenience, and a study of the Pollard Manual very helpful.

Pollard's Advanced Speller.

PART I.

MONOSYLLABLES.

LESSON 1.

ed ed

Rule.—(1) A regular verb of the present tense ending in *e* silent forms its past tense by adding *d*. As, *name, named*.

(2) A regular verb of the present tense ending in any letter except *e* forms its past tense by adding the suffix *ed*. As, *fill, filled; talk, talked*.

Instruction.—When *ed* final follows a surd and *e* in the termination is silent, *d* is equivalent to *t*. As, *liked, tossed, jumped*.

NOTE TO TEACHER.—Explain the meaning of suffix and past tense, and illustrate on the blackboard. Require pupils when writing the following words to change them to verbs of the past tense in accordance with this rule.

lie	line	glue	bake	prize
tie	like	cure	tame	store
vie	lace	slice	muse	snore
die	face	tune	grace	grobe
use	joke	wipe	chase	choke
fire	bore	dupe	name	plume
tire	hope	fume	stripe	smoke

LESSON 2.

ed ed (continued).

Rule.—Words of one syllable and words accented on the last syllable ending in a single consonant (except *h* or *x*) preceded by a single vowel, double the final consonant upon the addition of a suffix beginning with a vowel. As, *can, canned; admit, admitting; box, boxed.*

Instruction.—Unless preceded by *d* or *t*, *e* is silent in the suffix *ed*.

NOTE.—In nouns and in some adjectives, *e* in the termination *ed* is short. As, *hatred, sacred, wicked, wretched.* In some words which are used as both verbs and adjectives, the *e* in the termination is silent in the verb and short in the adjective. As, *blessed* (verb), *blessed* (adj.).

NOTE TO TEACHER.—Require pupils when writing the following words to change them to verbs of the past tense, in accordance with the foregoing rules.

jog	rib	tug	rap	drag
lap	cap	rub	hug	plan
sin	beg	flap	map	stun
can	pin	pen	hem	stem
fan	rob	dim	man	hum

LESSON 3.

ed ed (continued).

NOTE TO TEACHER.—Review Rule (2), Lesson 1, and show that as these words do not end in *e* they form their past tense by adding *ed*. As, *ebb, ebbed.* Require pupils when writing these words to change them to verbs of the past tense.

fill	cuff	call	trill	stall
err	toss	pull	still	class
lull	kiss	drill	spill	stuff
bill	hiss	skill	cross	bless
kill	fuss	chill	press	quaff
ebb	doff	pass	dress	gloss
will	miss	shell	thrill	snuff

DICTATION EXERCISE.

Instruction.—(1) The first word of every sentence should begin with a capital letter.

(2) Place a period (.) at the end of every sentence which is not a question or an exclamation.

John liked to go to school and hoped to win a prize. The cat lapped the milk which the maid spilled on the floor. The hawk robbed the nest and killed all the young birds. Jane passed by the mill and crossed the bridge. The dog chased the fox. Though called in time he missed the train. The tramp rapped at the door and begged for bread. They canned the fruit to be used the next year. The boat tugged at the rope as the sail flapped in the breeze. George filled his cart with corn and the horse pulled it to the barn.

LESSON 5.

ed ed (continued).

NOTE TO TEACHER.—Review Rule (2), Lesson 1, and show pupils that these words form their past tense by adding the suffix *ed*. Also review Rule, Lesson 2, and show that as the final letter is not a single consonant preceded by a single vowel, it should not be doubled. As, *peck, pecked*. Explain that Instruction, Lesson 1, applies to words in which *ed* follows a “whisper key,” as *ch, toh, sh*, etc. Require pupils when writing these words to change them to verbs of the past tense.

itch	hitch	rush	flinch	talk
etch	ditch	push	pinch	walk
tuck	botch	gush	lunch	work
kick	notch	hush	lynch	jump
peck	hatch	blush	bunch	chirp
thatch	match	crush	wrench	storm

LESSON 6.

ed ed (continued).

NOTE TO TEACHER.—Explain (Rule, Lesson 1) that as these words do not end in *e* they form their past tense by adding the suffix *ed*. As, *toy, toyed; stew, stewed*. Show that Rule of Lesson 2 does not apply to words in which the final letter, though a single consonant, is not preceded by a single vowel; hence, in such words the consonant is not doubled upon the addition of a suffix beginning with a vowel. As, *crown, crowned; boil, boiled*. Require pupils when writing these words to change them to verbs of the past tense.

toy	foil	join	stew	rain
row	toil	coin	fawn	mail
bow	soil	scour	chew	clear
plow	coil	scowl	crawl	cheer
frown	boil	screw	dawn	chain
crown	broil	growl	gnaw	moan
drown	spoil	crouch	drawl	laugh

LESSON 7.

ed ed (continued).

NOTE TO TEACHER.—Review Note to Teacher, Lesson 6, and require pupils when writing these words to change them to verbs of the past tense.

look	fool	loom	coop	coo
cook	roof	spool	stoop	woo
book	cool	drool	scoop	moo
hook	pool	boom	droop	bloom
crook	school	doom	smooth	swoon

DICTATION EXERCISE.

Instruction.—(1) The name of a person or a place should begin with a capital letter.

(2) Place an interrogation point (?) at the end of every direct question.

Who thatched the roof of the shed? She tucked the child in bed and lulled it to sleep. Why did Madge frown when Nell talked to her? The bird chirped as he pecked at the seed in his cup. When was the horse hitched to the cart? The young plants drooped and died in the hot sun. Who bowed to us as we walked by the church? The boys laughed and cheered as the band passed by the school.

The dog was chained to a post. He snarled and growled as he gnawed the bone which James had tossed to him.

LESSON 9.

ed

Rule.—Words ending in *y* preceded by a consonant generally change *y* to *i* before a suffix which does not begin with *i*. As, *dry*, *dried*, *dries*; but *dry*, *drying*.

NOTE.—The derivatives of adjectives of one syllable ending in *y* preceded by a consonant are exceptions and ordinarily retain the *y*. As, *dry*, *dryly*, *dryness*.

NOTE TO TEACHER.—Show pupils that as these words do not end in *e* they form their past tense by adding the suffix *ed* (Rule 2 Lesson 1), but that *y* is changed to *i* in accordance with the rule of this lesson. As, *ply*, *plied*; *try*, *tried*. Require pupils when writing these words to change them to verbs of the past tense.

ply	pry	shy	spy
cry	dry	fry	try

DISSYLLABLES.

SUFFIXES.

TO THE TEACHER.

Explain the meaning of dissyllable and accent, and illustrate on the blackboard the use of the accent mark.

With few exceptions, rules governing the marking of monosyllables apply equally to the accented syllables of longer words, but in unaccented syllables the vowel sounds are usually shortened.

This makes it doubly important for the pupil to learn where the accent falls, because not only the stress upon a certain syllable but frequently the diacritical marking of the word depends upon which syllable is accented. In the following lessons the diacritical work should include the placing of the accent mark which shows the syllable that must be accented and where that syllable ends; also, frequently, where a hyphen must be used in written exercises, to indicate the division of a word at the end of a line. Let the hyphen be used only for this purpose and in the division of compound words.

Specific rules cannot be formulated for determining accent, but in general the root or stem of a word forms its accented syllable. Sometimes the root or stem is not easily recognized, but a knowledge of certain prefixes and suffixes will be found very helpful.

Dissyllables are generally formed by adding a prefix or a suffix to a monosyllable, and nearly all words of more than two syllables are formed from either monosyllables or dissyllables by the addition of one or more prefixes or suffixes or both. Hence the child can most easily learn not only the proper syllable for accent, but the meaning and spelling of the word by becoming familiar with the use of the most common prefixes and suffixes, and thus be led to recognize in a derivative or an inflected form the original word or stem.

Many of the following lessons have been arranged with special reference to terminations, with a view to having the pupil become familiar with certain suffixes, the classes of words with

which they are used and the effect which the different suffixes have upon the spelling, pronunciation and accent of such words.

Certain terminations, not suffixes, but having the forms of suffixes, are rarely accented, and, with few exceptions, words having these terminations can best be treated in connection with words that end in similar suffixes. The following lessons to No. 132 inclusive are devoted to dissyllables in which the suffix or termination is unaccented.

SYLLABICATION AND ACCENT.

Instruction.—(1) Each syllable must contain at least one vowel.

(2) The syllable which is accented in the stem of a word is accented in its inflected forms.

(3) In the following words (Lessons 10 to 132 inclusive) let the accent mark precede the suffix (or termination) or the syllable containing it.

LESSON 10.

ěd

Instruction.—(1) When preceded by *d* or *t*, *e* is short in *ed* final, and this suffix or termination adds a syllable to the word.

(2) When double consonants are found between two sounded vowels give one to each syllable, if both are not required to form the primitive word. As, *pad'ed*, *add'ed*.

NOTE TO TEACHER.—Require pupils when writing the following words to change them to verbs of the past tense.

aid	fate	bat	fit	pad
dot	rate	bait	blot	bud
bed	mat	seat	suit	glide
add	wed	float	strut	crowd
dote	mate	light	point	sound
bead	weed	grate	shout	wound

LESSON 11.

ed (continued).

NOTE TO TEACHER.—Review Note, Lesson 2, for *rugged*, etc.

jolted	fasted	rooted	hooted
sifted	bolted	dusted	hooded
tested	posted	pouted	flooded
folded	halted	deeded	rugged
rested	raided	wafted	sacred
salted	rusted	needed	hatred
hinted	roasted	wooded	wicked
drifted	molded	brooded	kindred
printed	braided	frighted	wretched

LESSON 12.

ing

NOTE TO TEACHER.—Review Instruction (3) preceding Lesson 10 and show that the suffix *ing* adds a syllable to the word. In the words of this lesson the accent mark should immediately precede the suffix. As, *ask'ing*.

asking	calming	marking	weighing
lasting	pushing	reaching	searching
jesting	bending	shocking	scorching
tinting	fighting	checking	snatching
locking	hanging	bringing	charming
picking	warning	thinking	thronging
longing	scorning	shielding	scratching
dashing	twisting	gnashing	drenching
packing	coaching	stamping	wrenching

LESSON 13.

17

ing (continued).

NOTE TO TEACHER.—Review Instruction (2) Lesson 10, and show that in the words of this lesson containing double consonants both are required to form the primitive word; hence they should not be separated and the accent mark should immediately precede the suffix. As, *pass'ing*.

falling	ebbing	suiting	jerking
calling	puffing	raining	curling
pulling	looking	stooping	pouring
passing	cooking	bleeding	crawling
drilling	burning	sneering	blushing
scoffing	pointing	breaking	plucking
crossing	shouting	doubting	grunting
pressing	sounding	haunting	clutching
smelling	crowning	swooning	launching

LESSON 14.

ing (continued).

NOTE TO TEACHER.—Review Rule Lesson 2 and show pupils that the final consonant is doubled before the suffix *ing*, as it is before the suffix *ed*. Review also Instruction (2) Lesson 10 and show that as the words of this lesson, in their primitive forms, end in single consonants, the double consonants in their derivatives are separated and one consonant is given to each syllable. As, *fan'ning*. Require pupils when writing the following words to change their form by adding the suffix *ing*.

fan	sit	rob	jar	sup
tan	let	nod	put	run
clap	dig	blot	spot	wad
mat	get	step	split	mar
scan	beg	stop	drop	blur
plan	fret	wed	shop	shut
span	snap	hem	strip	strut

ing (continued).

Rule.—Except in the terminations *ee* and *oe*, final *e* silent is dropped before a suffix beginning with a vowel. As, *name, naming; see, seeing; hoe, hoeing.*

Exception.—To preserve the soft sound of *c* and *g*, final *e* is retained in the terminations *ce* and *ge* before a suffix beginning with *a* or *o*. As, *traceable, changeable, outrageous.*

NOTE TO TEACHER.—Require pupils when writing the words of Lessons 15, 17 and 18 to add the suffix *ing* in accordance with this rule.

rise	rule	tease	pierce	sue
like	slice	cease	please	blue
ride	tune	muse	grieve	glue
fade	hope	name	sneeze	flee
dine	price	make	soothe	free
joke	trace	shave	smoke	toe
cure	place	praise	change	hoe
dose	skate	blame	breathe	shoe

LESSON 16.

DICTATION EXERCISE.

Instruction.—(1) The words *I* and *O* should be written in capitals.

(2) Place an exclamation point (!) after each exclamatory sentence or expression.

(3) Commas (,) and semi-colons (;) are used to separate the parts of sentences.

In getting out of the car, Grace slipped and sprained her wrist.

The smoke was pouring out of the room as I rushed through the hall shouting for help.

He fed his team, and then started for home.

Guy cracked, roasted and salted some nuts.

When the deaf and dumb girl wanted a drink, she pointed to the glass.

O, what a charming day!

She aided us when we needed her help.

The wounded man floated down the stream, clinging to a board. Swimming with one arm, he at last reached the shore.

Did Hugh see the snake as it crawled through the fence?

LESSON 17.

ing (continued).

Instruction.—Review Rule, Lesson 15.

NOTE.—Final *e* is retained in a few words before the suffix *ing* to distinguish them from other words of similar spelling. As, *dye, dyeing; singe, singeing; tinge, tingeing*. Otherwise these words would be confused with *dying, singing, tinging*.

NOTE TO TEACHER—Explain to pupils the difference between marking the final *e* silent, as *dye, dyeing*, and dropping the letter, as in *fade, fading*.

edge	rinse	curse	hinge
lodge	fence	parse	fringe
judge	serve	nurse	cringe
dodge	lunge	dance	pounce
nudge	wince	starve	flounce
wedge	mince	glance	dye
pledge	trudge	prance	tinge
bronze	grudge	bounce	singe

LESSON 18.

ing (continued).

Rule.—Words ending in *ie* usually drop *e* and change *i* to *y* before the suffix *ing*. As, *die, dying; tie, tying*.

lie	be	coo	saw
tie	go	say	bow
vie	do	toy	stew
die	fly	buy	mew
hie	fry	woo	blow
see	ply	moo	grow
dry	try	stay	snow
pry	cry	play	show
shy	spy	pray	throw

LESSON 19.

TEST WORDS.

trotted	willing	railing	having
hoisted	awning	nothing	surging
twitted	knitting	hoisting	shilling
chatted	shipping	twirling	pruning
boating	dwelling	stocking	cunning
chanted	kneeling	morning	pudding
clothing	yachting	working	twitting
trapping	wheeling	grouping	tidings
bragging	trimming	squirming	shavings

LESSON 20.

21

le

Instruction.—When the termination *le* is preceded by a double consonant, give one to each syllable. As, *bab'ble*.

addle	baffle	ruffle	little
rabble	apple	settle	fiddle
gabble	cattle	rattle	riddle
babble	battle	dazzle	bottle
dabble	saddle	prattle	ripple
paddle	dapple	hobble	rubble
dribble	haggle	quibble	drizzle
stubble	mettle	straggle	middle

LESSON 21.

le (continued).

Instruction.—Same as preceding lesson.

joggle	nettle	giggle	kettle
nozzle	supple	scuffle	topple
nettle	peddle	mottle	puzzle
muffle	cripple	scuttle	brittle
bubble	muzzle	meddle	shuffle
puddle	whittle	shuttle	griddle
stopple	squabble	wriggle	struggle

le (continued).

Instruction.—When the termination *le* is preceded by two different consonants, give one to each syllable. As, *mar'ble*. When preceded by *s*, mark *t* silent in *tle* final.

NOTE TO TEACHER.—Explain that the consonants which were termed "front-door keys" in monosyllables form the keys of the syllables of longer words; hence, when pupils see a key, the last letter of which is *l* or *r*, they may know that it begins the syllable and that the letters composing it must remain together.

circle	jostle	fickle	cockle
turtle	pestle	sickle	stickle
gargle	rustle	tickle	trickle
purple	nestle	tackle	buckle
gurgle	hustle	pickle	freckle
myrtle	gristle	cackle	speckle
temple	bristle	thistle	truckle
marble	warble	shackle	chuckle
bramble	wrestle	whistle	knuckle

LESSON 23.

le (continued).

Instruction.—Same as preceding lesson. In *muscle*, *c* is silent.

uncle	kindle	ankle	castle
amble	simple	rankle	single
candle	dimple	bangle	tingle
handle	rumble	dangle	jungle
muscle	tumble	bundle	tangle
nimble	thimble	rumple	trestle
jumble	crumble	twinkle	hurdle
gamble	mumble	wrinkle	shingle
mangle	grumble	stumble	scramble

DICTATION EXERCISE.

Instruction.—(1) The first word of every line of poetry should begin with a capital letter.

(2) Names of the days of the week and of the months of the year should begin with capital letters.

(3) The apostrophe (') is used to denote possession; also, sometimes, to indicate the omission of a letter or letters in a word.

(4) The hyphen (-) is used in dividing a word at the end of a line to show that the word is completed on the next line; also to separate the parts of some compound words.

Fred is fond of joking with Kate.

The man is dyeing the wool black.

Maud is using her new gold thimble.

The cattle are lying on the ground.

He liked to watch the changing clouds.

That pressed rosebud will crumble if you handle it.

Judging from his looks, he is a simple, kind-hearted man.

Seeing the little girl stumble, we ran to help her, and I picked up the bundle which she had dropped.

The glad birds are singing;
The sweet bells are ringing;
The bright waves are dancing;
The gay sunlight glancing,
For May-day is here!

Come, let us be hasting!
No time now for wasting,
For scolding or frowning,
For soon we'll be crowning
The Queen of the year.

LESSON 25.

le (continued).

Instruction.—When the termination *le* is preceded by a single consonant give this consonant to the last syllable. As, *a'ble*.

able	eagle	idle	cycle
ladle	cradle	rifle	noble
sable	staple	title	bugle
cable	maple	trifle	couple
table	people	Bible	bauble
gable	needle	beetle	scruple
stable	trouble	steeple	measles

LESSON 26.

led

NOTE TO TEACHER.—Show that the addition of *d* to the termination *le*, forming the past tense of verbs, does not change the instructions given in the preceding lessons.

pebbled	puzzled	fabled	ogled
mettled	gobbled	stified	jingled
rambled	fumbled	bridled	girdled
trampled	mingled	startled	tangled
trembled	rumpled	sparkled	handled
wrangled	scribbled	tumbled	bundled
crumbled	whistled	mangled	doubled
grumbled	wheedled	shingled	scrupled

ing (verb) **ling** (noun)

NOTE TO TEACHER.—The addition of the suffix *ing* to the termination *le*, forming the termination *ling* (present participle of verbs), does not change the instruction given in the preceding lessons, as *han'dling*; but when the noun suffix *ling* is added, let the accent mark immediately precede that suffix, as *found'ling*. Review Rule, Lesson 15, and require pupils when writing the *le* words of this lesson to add the suffix *ing* in accordance with instructions given.

settle	ruffle	gosling	darling
curdle	tinkle	yearling	lordling
peddle	bustle	stripling	firstling
paddle	hobble	duckling	suckling
strangle	crinkle	dumpling	nursling
dwindle	sprinkle	worldling	foundling

GENERAL PRINCIPLES OF SYLLABICATION.

When found between two sounded vowels,—

(1) A single consonant, if capable of beginning a syllable, generally joins the following vowel, as *wa'ter*, *fa'ther*;* except when the suffix displaces a final *e* silent of the stem. As, *ma'ker*, *wa'ving*.

(2) Double consonants are generally separated, one going to each syllable. As, *di'f'fer*, *diz'zy*.

(3) Two different consonants capable of beginning a syllable ("front-door key") are generally joined to the following vowel. As, *i'dler*, *ha'tred*, *diph'thong*.

(4) Two different consonants not capable of beginning a syllable are generally separated, one going to each syllable. As, *an'gel*, *hel'met*.

(5) More than two consonants not capable of beginning a syllable

* NOTE.—Consonant digraphs and trigraphs, being sounded as single consonants, are here considered as such.

are generally separated, and as many as are capable of beginning a syllable ("front-door key") are joined to the following vowel. As, *con'strue*, *thim'ble*, *worth'less*.

(6) EXCEPTION.—These rules give way when the derivatives retain the spelling, accentuation and meaning of the primitive word, as *bank'er*, *cart'er*, *tell'ing*, *tab'let*; and the tendency of a preceding short vowel is to take with it at least one consonant, especially in accented syllables. As, *cit'y*, *jas'per*, *as'tral*, *ban'ish*, *ver'y*, *cop'y*.

TO THE TEACHER.

Clearly defined rules for determining the syllable in which each consonant of a word should be placed would require so much space as to be considered impracticable for a book of this character, and it is doubtful whether comprehensive rules in this connection would be as helpful either to teacher or pupil as a few general principles followed by remarks having direct application to the several classifications of words as they are reached and considered.

The foregoing are the principles having most general application to this subject. Pupils should be required to apply these principles. The teacher should thoroughly master them and explain and illustrate them until they are fully understood by the pupils. If this is done the constant and practical application of them throughout the book will give the pupils a thorough knowledge of the subject.

The division of words at the end of a line is sometimes modified by what Webster terms "Printers' usage."

LESSON 28.

ŷ lŷ

Instruction.—When the final letter of an unaccented syllable, *y* is short.

tardy	silly	fifty	only	ugly
tansy	gypsy	folly	forty	angry
badly	frenzy	holly	funny	vestry
candy	penny	sixty	husky	gently
happy	stingy	thirty	wholly	gentry
plenty	twenty	dropsy	clumsy	quickly

ŷ ľ ŷ (continued).

Instruction.—Same as preceding lesson.

ruddy	clergy	envy	early
paltry	singly	sadly	surly
pantry	sloppy	witty	paltry
knotty	dainty	pastry	boldly
shaggy	quinsy	empty	frailty
muddy	shabby	sturdy	hungry
nimbly	worthy	whisky	country
naughty	mummy	poultry	quaintly

LESSON 30.

ŷ

Instruction.—In these words as the consonant or consonants preceding the suffix *y* are required to form the primitive word, let the accent mark immediately precede the suffix.

hilly	silky	rusty	bulky
filthy	fussy	sooty	dusky
lucky	tricky	balky	wordy
chilly	glassy	sulky	steady
glossy	scanty	bushy	cloudy
milky	eighty	faulty	musky
flighty	thirsty	crusty	mighty
healthy	gloomy	moody	weighty

LESSON 31.

ŷ (continued).

Instruction.—(1) Any vowel is long when it is the only letter or the final letter and only vowel of an accented syllable.

NOTE TO TEACHER.—Remind pupils that a preceding *r* makes *u* (long) equivalent to *oo* long. See Manual, page 126. For *i* before a dotted consonant, see Instruction (2), Lesson 112.

baby	lazy	icy	cozy	duly
ruby	hazy	ivy	holy	truly
navy	crazy	puny	duty	gravy

Instruction.—In the following words, the single consonant between two vowels joins the preceding vowel. In *busy*, *u* is equal to *i* short.

NOTE TO TEACHER.—Show that this instruction applies to the words of the first three columns because the preceding vowel is short, and to words of the last two columns because the suffix displaces a final *e* silent of the stem (Sections 1 and 6, page 25).

lily	levy	busy	rosy	briny
any	copy	body	wavy	stony
city	bevy	study	slimy	shady
pity	many	proxy	shiny	smoky

LESSON 32.

ful

Rule.—Silent *e* final is generally retained before a suffix beginning with a consonant. As, *lame*, *lamely*; *hate*, *hateful*.

Exception.—When the final *e* is immediately preceded by another vowel (except *e*) it is often dropped from the derivative. As, *due*, *duly*; *true*, *truly*; *awe*, *awful*.

NOTE.—The words *wholly*, *wisdom*, *nursling*, *abridgment*, *acknowledgment*, *lodgment*, *judgment*, and the compounds of some of these, are exceptions. Authorities differ, however, on the last four.

baleful	awful	fitful	helpful
hateful	careful	artful	rightful
tuneful	woeful	armful	cheerful
graceful	spiteful	needful	truthful
wakeful	peaceful	mirthful	doubtful
wasteful	shameful	mouthful	thankful

LESSON 33.

29

lǚ lǐng

Instruction.—Same as preceding lesson.

lately	solely	sorely	rarely
safely	finely	lovely	sparely
sagely	likely	lonely	scarcely
lamely	nicely	barely	vaguely
merely	wifely	surely	sparsely
tamely	wisely	purely	princely
stately	timely	closely	strangely
namely	widely	comely	hireling
shapely	primely	mutely	fledgeling

LESSON 34.

DICTATION EXERCISE.

Instruction.—(1) The first word of every direct quotation should begin with a capital letter.

(2) Titles of respect or of office and names of things personified should begin with capital letters.

(3) Use quotation marks (" ") to enclose anything said by another than the writer.

(4) A comma (,) usually precedes a direct quotation which does not begin a sentence.

She is a graceful lady. Speak gently to the little child. The eagle is a noble and lordly bird. The little birds are warbling gayly. How lovely the green maple trees are this sunny morning. The poet says, "Beauty is but a vain and doubtful good." It is silly to allow a mere trifle to make you angry. She was sorely trou-

bled when she heard of her son's folly. Baby's cradle is empty. How lonely and strangely still the house! Only busy people are happy. No man should be idle. There is plenty of work for all. He quickly saddled his horse and led it from the stable. He reached the city at an early hour the next morning. He was weak and hungry, but thankful to be once more in his peaceful home.

LESSON 35.

ŷ īes

Rule.—Nouns ending in *y* preceded by a consonant form their plurals by changing *y* to *i* and adding *es*. As, *city*, *cities*; *penny*, *pennies*.

NOTE.—Nouns ending in *y* formerly ended in *ie* and formed their plurals regularly by adding *s*. As, *memorie*, *memories*. *Y* was finally substituted for *ie* in the singular but the plural still retains the old form.—*International Dictionary*.

NOTE TO TEACHER.—Require pupils when writing the following words to change their form in accordance with this rule. Review Instruction, Lesson 28, and show that as *y* was short in the stem of the word, *i* (*y* changed to *i* before a suffix beginning with a vowel) is short in the inflected form of the word. For *trophy*, see Lesson 125.

tidy	pony	lobby	posy
lady	daisy	party	sentry
jelly	pansy	poppy	county
army	belfry	hobby	sundry
entry	mercy	treaty	country
buggy	pigmy	trophy	laundry

ey ey

Rule.—Nouns ending in *y* preceded by a vowel form their plurals by adding *s* only. As, *donkey, donkeys; decoy, decoys*.

NOTE TO TEACHER.—Require pupils when writing the words of the first three columns to form their plurals in accordance with this rule.

alley	volley	pulley	honey
covey	money	jockey	parley
abbey	kidney	turkey	barley
galley	donkey	journey	motley
valley	medley	monkey	parsley
lackey	chimney	hackney	blarney

LESSON 37.

rr

Instruction.—Any vowel is short before *rr*.

Exception.—Words in which *a* or *o* is preceded by *w*, or the sound of *w*. As, *worry, quarry*.

NOTE TO TEACHER.—See Instruction, Lesson 40. Monosyllables ending in *rr* are also exceptions. As, *err, burr*. Review Rule, Lesson 9. Require pupils to write the words of the first two columns twice and change their form first by adding *ed*, then by adding *ing*. Remind them that *y* is changed to *i* before *ed* but not before a suffix beginning with *i* (*ing*).

carry	ferry	sorry	berry
tarry	harry	terry	worry
parry	hurry	flurry	cherry
curry	marry	merry	surrey

Instruction.—When *r* in an accented syllable is followed by a syllable beginning with a vowel, a single vowel preceding the *r* is short. In the words of this lesson, as the vowel following *r* begins a syllable, a single vowel preceding the *r* is short, except in *bury* and *buried*, in which *u* equals *e* short. In *fairy* and *fairies*, *i* is silent and *a* circumflex in the digraph *ai*.

NOTE.—For derivative and inflected forms, see Instruction, Lesson 40.

spirit	tariff	arid	very	bury
merit	lyrist	Arab	peril	buried
doric	perish	florid	carat	fairy
lyric	cherish	sirup	forest	fairies

LESSON 39.

R

Instruction.—(1) When a single vowel is followed by *ry* or by *ri* with another vowel, the *r* joins the following vowel and begins the syllable. As, *story*, *serial*. In *dairy* and *weary* mark the right-hand vowel of the digraph silent and the other vowel long.

Exception.—Words ending in *ery* and the inflected forms of such words. As, *bakery*, *bakeries*.

Instruction.—(2) For the sound of the vowel preceding *r* review Instruction, Lesson 31.

vary	tory	jury	dairy	iris
wary	fury	story	series	lurid
Mary	dory	glory	weary	forum

NOTE TO TEACHER.—From the words of Lessons 37 to 39 lead pupils to see that in the following cases *r* has no glide effect upon a preceding vowel but merely the office of any other consonant:

- (1) In the double consonant *rr* when the second *r* begins a syllable.
- (2) When the *r* follows a single vowel at the end of an accented syllable and is followed by a syllable beginning with a vowel.
- (3) When the *r* and the vowel are in different syllables.

NOTE.—For derivative and inflected forms, see Instruction, Lesson 40.

r rʔ

Instruction.—The sound of a vowel before *r* is not changed when the *r* is doubled or followed by a vowel in the inflection of a word or in the formation of a derivative. As, *stir, stirred; fur, furry*.

NOTE.—A vowel which was obscure glide in an unaccented syllable of a primitive word becomes a regular short vowel when, by the addition of a suffix (such as *thy*), that syllable takes the accent in a derivative. As, *major, majority*.

NOTE TO TEACHER.—Review Rule, Lesson 2, and Instruction (2), Lesson 10. Require pupils to write the words of the first four columns twice and change their form first by adding *ed*, then by adding *ing*. Show that although *r* is doubled or followed by a vowel in the inflected forms of these words, the sound of the preceding vowel is not changed. It is also unchanged in the derivative words of the last column.

jar	stir	spar	stare	airy
tar	star	dare	glare	hairy
bar	scar	flare	sneer	hoary
war	mar	spare	smear	cheery

LESSON 41.

es

Rule.—Nouns ending in *sh, ch, or ss*, form their plurals by adding the syllable *es*. As, *ash, ashes; latch, latches*.

Instruction.—When *es* final forms a syllable, *s* is sonant and *e* short.

NOTE TO TEACHER.—Require pupils when writing these words to change their form in accordance with this rule.

ash	arch	latch	fish	lass
lash	inch	patch	rush	loss
dish	bench	stitch	bush	glass
dash	lunch	watch	wish	cross
gash	bunch	match	roach	mass
flash	trench	crutch	batch	moss
crash	breach	sketch	thrush	brass
brush	church	switch	branch	grass

ēs (continued).

Rule.—Nouns ending in *e* silent, form their plurals by adding *s*.

Instruction.—When preceded by *c*, *g*, *s*, or *z*, the silent *e* final of the singular form becomes vocal in the plural form and begins the final syllable. As, *lace*, *laces*.

NOTE TO TEACHER.—Require pupils when writing these words to change their form in accordance with this rule.

lace	age	size	fuse
face	cage	vise	vase
case	page	vice	voice
race	wage	rose	noise
pace	stage	nose	muse
place	lance	spice	horse
trace	dance	price	purse
grace	glance	prize	nurse
bruise	chance	verse	house

LESSON 43.

el

Instruction.—In these words, *e* is short in the termination *el*.

panel	level	libel	bevel
camel	rebel	label	hovel
vessel	model	angel	chisel
travel	gospel	parcel	kernel
cancel	funnel	barrel	cudgel
gravel	kennel	flannel	bushel
chapel	channel	marvel	counsel

LESSON 44.

35

əl (continued).

Instruction.—Same as preceding lesson.

laurel	revel	sorrel	tinsel
morsel	satchel	sequel	tunnel
minstrel	quarrel	scoundrel	trammel

əl

Instruction.—In these words, *e* is silent in the termination *el*.

easel	hazel	grovel	ravel
tassel	drivel	shovel	shekel
chattel	weasel	mantel	shrivel

LESSON 45.

ən

Instruction.—In these words, *e* is silent in the termination *en*.

olden	token	open	eaten
stolen	taken	ripen	lessen
golden	leaden	bitten	kitten
garden	sodden	darken	chosen
sadden	deaden	happen	molten
harden	hidden	weaken	sharpen
maiden	shaken	cheapen	toughen
wooden	burden	hearken	straighten
gladden	thicken	drunken	strengthen

LESSON 46.

en (continued).

Instruction.—When preceded by *s* or *f*, mark *t* silent before the termination *en*.

hasten	even	dozen	often
lighten	oven	frozen	listen
tighten	seven	sloven	vixen
chasten	raven	leaven	soften
written	driven	broken	waxen
shorten	brazen	heaven	glisten
blacken	woven	earthen	quicken
sweeten	craven	sharpen	threaten
brighten	heathen	christen	lengthen

LESSON 47.

DICTATION EXERCISE.

In what month do cherries ripen? He preaches the gospel to the heathen. Our daily duties should not be slighted. See how my happy little kitten chases the falling leaves! The vessel was driven on the rocks and went to pieces. We found the donkeys very useful in making journeys through the hilly country. The hills were bright with golden daisies and the gardens in the valleys were filled with roses and lilies.

A band of a dozen gypsies traveled through our county last week. They had seven horses and twenty ponies. There were three gypsy babies in the band, and we gave them some pennies. These strange people are found in many countries.

ën

Instruction.—In *lichen*, *h* is silent, *c* hard and *i* long. In *women*, *o* is equivalent to *i* short.

NOTE TO TEACHER.—Pronounce these words with such distinctness that the sound of *e* short in the suffix will be plainly heard. It is this sound, alone, that distinguishes these terminations from those of the preceding lessons. Let your pronunciation be so accurate as to impress your pupils with the fact that it is *linen*, not *linun*; *children*, not *childrun*; *sudden*, not *suddun*.

linen	siren	platen	lichen
omen	aspen	stamen	mitten
sullen	barren	sudden	women
pollen	warren	kitchen	marten
woolen	children	hyphen	system
hymen	brethren	chicken	problem

LESSON 49.

ar = er

Instruction.—When the glide *r* sounds, *ar*, *er*, *tr*, *or*, *ur*, *yr*, are heard in unaccented syllables, they are less clear and distinct than in monosyllables or in the accented syllables of longer words.

NOTE TO TEACHER.—As in monosyllables and accented syllables the vowel is tied to the *r* to show that the sounds are blended, in unaccented syllables place the obscure mark between the vowel and the *r* (as in caption) to show that it is the glide sound and not merely the vowel sound that is obscure. Refer to such a sound as glide obscure.

pillar	altar	vicar	solar
collar	lunar	briar	polar
dollar	stellar	tartar	cedar
poplar	nectar	vulgar	mortar
beggar	grammar	scholar	burglar

LESSON 50.

ard = erd

hazard	leopard	lizard	dotard
dullard	custard	coward	wizard
dastard	orchard	niggard	gizzard
tankard	mustard	haggard	bustard
standard	drunkard	sluggard	buzzard

LESSON 51.

er

Instruction.—Review Section 1 and foot-note, page 25.

fever	fiber	wafer	eager
lever	tiger	gaiter	caper
loiter	cider	wager	either
water	sober	saucer	father
meter	clover	meager	pewter
geyser	beaver	neither	tweezers

LESSON 52.

er (continued).

Instruction.—Review Instruction (2) Lesson 10.

NOTE TO TEACHER.—Illustrate this principle with the word *adder*. In the primitive word *adder* (a snake) it is *ad'der*, but in the derivative *adder* (from add) it is *add'er*.

offer	jobber	teller	sinner
adder	rudder	dinner	pepper
ladder	stagger	simmer	slipper
fodder	bladder	summer	matter
rubber	shudder	hammer	banner

LESSON 53.

39

er (continued).

Instruction.—Same as preceding lesson.

coffer	utter	seller	patter
letter	litter	fritter	flatter
latter	fetter	flutter	scatter
better	bitter	glitter	platter
robber	flitter	spatter	runner
lugger	batter	mutter	smatter
copper	butter	sputter	glimmer
supper	gutter	shutter	stammer

LESSON 54.

er (continued).

Instruction.—Review General Principles of Syllabication, Sections 4 and 6, page 25. In these words the two consonants preceding the termination *er* are separated, one going to each syllable.

falter	luster	enter	filter
sister	oyster	ember	under
blister	porter	specter	halter
banter	tinder	temper	render
master	cancer	slender	yonder
charter	barber	lumber	splinter
saunter	timber	chapter	number
boulder	slumber	whimper	whiskers

LESSON 55.

er (continued).

Instruction.—Review General Principles of Syllabication, Section 5, page 25. In *psalter*, *p* is silent.

farther	center	salver	canker
answer	lobster	barter	former
cobbler	bolster	cinder	psalter
partner	sampler	quarter	cloister
chandler	tumbler	muster	plunder
teamster	monster	rambler	blunder
daughter	swindler	shoulder	gambler
slaughter	youngster	squander	thunder

LESSON 56.

er (continued).

Instruction.—In these words, as the consonant or consonants preceding the suffix *er* are required to form the primitive word, let the accent mark immediately precede the suffix. Review General Principles of Syllabication, Sections 1 and 6, page 25.

nicer	bolder	richer	owner
wiser	waiter	deeper	duster
tuner	lighter	darker	tender
baker	pitcher	worker	clinker
lodger	tighter	sweeter	counter
purser	shorter	steamer	founder
maker	teacher	voucher	thresher
weaver	watcher	preacher	pinchers

LESSON 57.

41

er (continued).

Instruction.—In these words let the accent mark immediately precede the termination *er*. In *heifer*, mark *i* silent and the preceding *e* short.

other	never	liver	river
rather	heifer	sliver	usher
bother	ledger	cooper	thither
mother	proper	feather	leather
brother	smother	butcher	whither

LESSON 58.

ger ger

Instruction.—In the words of the first two columns *g* is soft. In those of the last two columns *g* is hard and *n* must be underlined. Let the accent mark precede the syllable *ger*.

ranger	lounge <u>r</u>	anger	longer
danger	granger	finger	hunger
manger	stranger	linger	stronger

er ern

Instruction.—In the words of the first column *g* (following *n* at the end of a syllable) is silent and *n* should be underlined. In the words of this lesson let the accent mark immediately precede the termination *er* or *ern* except in the words of the last column where the two consonants are separated, one going to each syllable.

singer	tavern	northern	cistern
ringer	cavern	southern	bittern
wringer	govern	eastern	pattern
wronger	modern	western	lantern

LESSON 59.

or = er

color	odor	actor	factor
prior	valor	razor	pallor
rigor	vigor	ardor	suitor
error	tenor	castor	fervor
labor	honor	captor	doctor
tutor	tumor	rumor	succor
minor	humor	candor	anchor

LESSON 60.

or = er (continued).

Instruction.—In *languor* *u* is equivalent to *w*. In *liquor*, *u* is silent

arbor	juror	major	liquor
tailor	favor	motor	traitor
sailor	vapor	harbor	languor
sensor	flavor	sponsor	sculptor
manor	rancor	splendor	neighbor
mirror	clamor	camphor	scissors

LESSON 61.

ir = or = ur = yr = er

NOTE.—The International marks *u* short in the unaccented syllables of *murmur*, etc. We prefer to use our glide obscure mark, which represents the same sound.

parlor	victor	fakir	nadir
terror	pastor	tapir	satyr
horror	murmur	augur	zephyr
debtor	stubborn	sulphur	martyr

or

NOTE TO TEACHER.—The unaccented termination *or* is obscure glide except in the following words. In these *o* is short, except in *squalor*, where *o* is circumflex and *a* is long. Some orthoëpists give *or* the obscure sound in the word *donor*.

furor	flexor	torpor	donor
tremor	stupor	censor	squalor

TEST WORDS.

daily	novel	cellar	otter
saucy	nobly	bowels	angler
fleecy	nickel	blizzard	ginger
safety	paring	templar	trousers
feebly	derrick	steward	scamper
drowsy	prairies	moisten	shepherd

LESSON 63.

DICTATION EXERCISE.

The poor stranger fainted from hunger. The tutor teaches and the scholar learns. "Thou shalt love thy neighbor as thyself." "Men are but children of a larger growth." "Men find it more easy to flatter than to praise." The doctor told Arthur that father was out of danger. "A good name is rather to be chosen than great riches." The bowlder is a large stone or mass of rock. He chose to suffer as a martyr rather than yield to error.

The victor was carried through the streets on the shoulders of his friends. The king was

filled with horror when the rumor of the dreadful slaughter reached him.

"As the crackling of thorns under a pot, so is the laughter of fools."

A geyser is a boiling spring. It throws out jets of water, steam and mud.

The polar bear lives in northern countries. The leopard and the panther are found in southern countries.

There is much squalor among the poor in some quarters of our large cities.

LESSON 64.

in

Instruction.—In the termination *in* (unaccented) *i* is short except in *basin*, *cousin* and *raisin*. In these words it is silent.

NOTE TO TEACHER.—Pronounce these words (and those of the following lesson) with such distinctness that the sound of *i* short in the unaccented syllable will be plainly heard. Let your pronunciation be so accurate as to impress your pupils with the fact that it is *cabin*, not *cabun*; *satin*, not *satun*; *Latin*, not *Latun*.

firkin	robin	pippin	satin
matin	coffin	urchin	resin
virgin	poplin	welkin	rosin
victim	goblin	javelin	cabin
muffin	spavin	martin	Latin
penguin	bobbin	muslin	basin
dauphin	napkin	margin	raisin
pumpkin	maudlin	vermin	cousin

LESSON 65.

45

ain il yl

Instruction.—(1) In the termination *ain* (unaccented), *i* is short and *a* silent, except in *plantain* *i* is silent and *a* long obscure, and in *bargain* *i* is silent and *a* equivalent to *e* short.

(2) In the terminations *il* and *yl* (unaccented) the vowel is short except in *evil*, *devil* and *weevil*. In these words it is silent.

certain	cavil	peril	anil
captain	fossil	pupil	civil
bargain	pistil	lentil	idyl
plantain	anvil	vigil	sibyl
chaplain	pencil	tonsil	dactyl
fountain	nostril	stencil	evil
chieftain	villain	council	devil
mountain	curtain	tranquil	weevil

LESSON 66.

on on

Instruction.—In the words of the first three columns *o* in the termination is silent. In the words of the last column it is short. In *damson* and *crimson*, *s* is sonant. In *falcon*, *l* is silent.

bacon	prison	falcon	havoc
lesson	season	cotton	bison
person	poison	blazon	siphon
beacon	button	reason	demon
deacon	treason	pardon	caisson
reckon	glutton	mutton	coupon
beckon	crimson	damson	macron

LESSON 67.

òn, òn òn

Instruction.—In these words *o* in the termination is equivalent to *u* short. In *salmon* and *almond*, *l* is silent. In *iron*, *ron* is equivalent to *òrn*.

felon	tenon	baron	iron
talon	jetson	heron	apron
canon	wagon	Briton	acorn
citron	patron	ribbon	legion
melon	salmon	gammon	region
lemon	sermon	tendon	pigeon
dragon	matron	wanton	surgeon
cannon	almond	summon	dungeon
common	weapon	squadron	luncheon

LESSON 68.

òm ùm ùp ùs

Instruction.—In the termination *om* (unaccented) *o* is equivalent to *u* short. In the terminations *um*, *up* and *us*, *u* is short. In *column* *n* is silent. In *isthmus*, *th* is silent.

buxom	atom	sirup	focus
custom	seldom	stirrup	circus
ransom	fathom	album	genus
random	freedom	forum	caucus
wisdom	kingdom	quorum	walrus
blossom	dukedom	stratum	surplus
transom	symptom	column	isthmus

HOMONYMS.

bated, *held back; restrained.*
baited, *having a lure.*

bore, *to make a hole; to weary.*
boar, *a wild hog.*

bow, *an act of respect; prow of a ship.*

bough, *a branch of a tree.*

dye, *to color.*
die, *to cease to live.*

grate, *a frame of iron bars; to rub harshly.*

great, *large, big.*

lye, *a liquid made from ashes.*
lie, *to recline; untruth.*

mail, *matter sent by post; armor.*
male, *a sex.*

rain, *water from the clouds.*
rein, *a bridle strap.*
reign, *to rule.*

tide, *the rising and falling of the waters of the ocean.*

tied, *bound.*

tax, *a government charge.*
tacks, *small nails.*

DICTATION EXERCISE.

We bore holes with a tool called an auger. The boar has two sharp tusks. "Tis not the whole of life to live, nor all of death to die." Let us dye the curtains a deeper shade of purple. **Lye** is made by soaking water through ashes.

"Dare to be true; nothing can need a lie;

A fault which needs it most grows two thereby."

The leaves lie upon the ground. Twice a day the tide ebbs and flows. He tied his horse to the bough of a tree. He greeted us with a graceful bow. The forward part of a ship is called the bow. The after part is called the stern. Our letters will go out by the next mail. The armor worn by men in battle is called mail.

The male bird is a finer singer than his mate. See how the rain has freshened the drooping

blossoms! The rein broke and his horse ran away. In the reign of George III. a tax was laid on tea. Please hand me that paper of tacks. She made a cheerful fire in the parlor grate. The cook will grate the nutmegs. "They never fail who die in a great cause." With bated breath they watched the crouching tiger. He baited the line and cast it into the stream.

LESSON 70.

sómə

Instruction.—In the suffix *some* *e* is silent and *o* equivalent to *u* short. This is an adjective suffix meaning *like*, or *full of*.

fulsome	toilsome	tiresome	gleesome
irksome	gladsome	lonesome	loathsome
noisome	darksome	lithesome	toothsome
winsome	handsome	wholesome	blithesome

LESSON 71.

òt òt òl òl

Instruction.—In the terminations of this lesson (unaccented) *o* is equivalent to *u* short. Exceptions, *ingot*, *despot*, *wainscot*, *idol*, *symbol*, *gambol*, in which *o* is short, and *depot* (from the French) in which *t* is silent and *o* long obscure.

pilot	pivot	riot	carol
abbot	fagot	ingot	pistol
carrot	bigot	despot	idol
parrot	ballot	wainscot	symbol
maggot	zealot	depot	gambol

LESSON 72.

49

ód óp óek òek

Instruction.—In the words of the first two columns *o* in the termination is equivalent to *u* short. In the words of the last two columns *o* is short. In *scallop*, *a* is equivalent to *o* short.

synod	hillock	padlock	fetlock
gallop	bullock	burrock	peacock
bishop	paddock	burdock	wedlock
scallop	mattock	stopcock	hemlock
method	haddock	gamecock	shamrock

LESSON 73.

ët

Instruction.—In the suffix (or termination) *et*, *e* is short.

NOTE TO TEACHER.—Pronounce these words (and those of Lessons 74 and 75) with such distinctness that the sound of *e* short in the unaccented syllable will be plainly heard. Impress your pupils with the fact that the pronunciation is *jacket*, not *jackut*; *garret*, not *garrut*; *blanket*, not *blankut*.

pallet	tenet	inlet	closet
corset	onset	rivet	locket
jacket	ticket	covet	goblet
garret	racket	fidget	wallet
velvet	outset	giblet	socket
garnet	wicket	comet	docket
latchet	thicket	picket	pocket
bracket	trinket	cricket	packet
blanket	banquet	ringlet	driblet

LESSON 74.

ēt (continued).

NOTE TO TEACHER.—In *telet*, *s* is silent.

caret	islet	bullet	outlet
secret	toilet	pullet	runlet
dulcet	eyelet	carpet	scarlet
bucket	casket	skillet	sonnet
budget	basket	cornet	bonnet
musket	cygnet	hornet	market

LESSON 75.

ēt (continued).

asset	tippet	rocket	faucet
gusset	mallet	gimlet	millet
rabbit	magnet	freshet	bracelet
sonnet	crotchet	nugget	trumpet
hatchet	gauntlet	couplet	plummet

LESSON 76.

īe

Instruction.—When the suffix (or termination) *īe* follows a single consonant preceded by any single vowel except *u*, it makes that vowel short and the single consonant joins the preceding vowel.

epic	colic	cubic	logic
attic	topic	tunic	runic
civic	conic	cynic	tragic
ethic	frolic	rustic	magic
lactic	comic	music	classic
hectic	mimic	mystic	caustic

LESSON 77.

51

ÿe (continued). ÿet

Instruction.—At the beginning of a word, *p* is silent before *s*. In *psychic*, *h* is silent and the preceding *c* hard. In *cambric*, *a* is long.

doric	lyric	relic	antics
optic	arctic	panic	tactics
citric	garlic	fabric	edict
critic	prussic	traffic	relict
tropic	mythic	frantic	verdict
picnic	cambric	psychic	district

LESSON 78.

DICTATION EXERCISE.

A mattock is a tool used in digging. "Is there a heart that music cannot melt?" "Woe unto them that call good evil, and evil good." The peacock seems to mimic the manners of vain and silly persons. If you would have good health you must eat wholesome food. The hunter trains the falcon to catch game in his sharp talons. A herd of bison was feeding on the margin of the river. The poet has written a book of idyls and sonnets. The critics say it is a classic work. The thicket on the mountain side is full of blithesome birds. Hear them carol forth praises to their Maker!

And the robins sang in the orchard, where the buds to blossoms grew.
Of the folded hands and the still face never the robins knew.— *Whittier*.

LESSON 79.

Id

Instruction.—In the termination *id*, *i* is short.

acid	fluid	cupid	arid
acrid	solid	fervid	fetid
rigid	lurid	torpid	lucid
valid	florid	sordid	torrid
rabid	vivid	tumid	horrid
rapid	frigid	turgid	candid
timid	liquid	stupid	squalid
eyelid	limpid	turbid	languid
rancid	humid	morbid	splendid

LESSON 80.

It Ip

Instruction.—In the terminations *it* and *ip*, *i* is short.

tacit	unit	digit	edit
debit	visit	orbit	exit
limit	cubit	audit	tulip
habit	profit	spirit	gossip
merit	vomit	rabbit	catnip
credit	pulpit	hermit	turnip
bandit	comfit	plaudit	cowslip
transit	culprit	summit	parsnip

LESSON 81.

53

iff *is* *ist*.

Instruction.—In the terminations *iff* and *is*, and in the suffix *ist*, *i* is short.

iris	basis	artist	florist	tariff
axis	crisis	lyrist	tourist	bailiff
finis	clevis	jurist	dentist	sheriff
orris	gratis	aurist	sophist	pontiff
trellis	thesis	purist	chemist	mastiff

LESSON 82.

ei *ui* *ü* *ie* *oi*

Instruction.—The vowels and vowel digraphs in the unaccented syllables of these words are equivalents of *i* short.

forfeit	circuit	lettuce	ferrule
surfeit	biscuit	minute	tortoise
mullein	foreign	conduit	mischief

LESSON 83.

al

Instruction.—In the termination *al* (unaccented) *a* is short obscure. In the words of this lesson a single consonant between two vowels joins the preceding vowel.

NOTE TO TEACHER.—Review Instruction, Lesson 83, for *coral* and *moral*.

petal	tidal	signal	carnal	fiscal
pedal	coral	sandal	verbal	portal
metal	vestal	dismal	mortal	vernal
bridal	moral	central	cymbal	formal
medal	mental	scandal	journal	normal

LESSON 84.

al (continued).

Instruction.—Review Instruction 1, Lesson 31. In these words a single consonant between two vowels joins the following vowel. In *choral* and *chloral* *h* is silent and *c* hard.

final	oval	oral	rural	ducal
legal	vital	opal	floral	venal
regal	local	fatal	plural	spiral
papal	rival	nasal	mural	spinal
naval	vocal	equal	choral	chloral

LESSON 85.

man

Instruction.—In the termination *man*, *a* is short obscure.

foeman	postman	salesman	workman
seaman	boatman	showman	watchman
layman	raftsman	coachman	tradesman
penman	drayman	brakeman	hunterman
footman	hackman	helmsman	marksman
foreman	plowman	wheelman	draughtsman

LESSON 86.

ad **a**n **a**s etc.

Instruction.—In these words *a* in the termination is short obscure.

salad	pagan	satan	lilac	island
urban	turban	tartan	balsam	errand
ballad	human	canvas	madam	barrack
orphan	woman	canvass	compass	husband

HOMONYMS.

brake, *for stopping wheels.*break, *to part by force.*berry, *a small fruit.*bury, *to cover out of sight.*by, *near; close to.*buy, *to pay a price for.*holy, *pure; sacred.*wholly, *fully; entirely.*way, *a path; a road.*weigh, *to find the weight of.*lessen, *to decrease.*lesson, *something learned.*mantle, *a cloak.*mantel, *a shelf.*nose, *the organ of smell.*knows, *perceives; understands.*pray, *to beg; to ask.*prey, *spoil; plunder.*vice, *a sin; a fault.*vise, *a tool.*

DICTATION EXERCISE.

Do not break the goblet. The air brake is used on nearly all trains. He passed by without a word. It is better not to buy on credit. The larger fishes prey upon the smaller ones. "Pray without ceasing."

Ay, call it holy ground,

The soil where first they trod.—*Mrs. Hemans.*

You are wholly wrong. This is a fine, large berry. Let us bury the little bird in the garden.

Vice is a monster of so frightful mien

As, to be hated, needs but to be seen.—*Pope.*

Put the board in the vise. He has a Roman nose. The pilot knows where the rocks lie. She wears a mantle trimmed with beaver. The clock on the mantel has just struck twelve. We should profit by each day's lessons. The train

lessens its speed when going through the city.
 "Train up a child in the way he should go."
 How much do you weigh?

LESSON 88.

âgè

Instruction.—In the termination *age* (unaccented) *a* is long obscure in the words of this lesson.

NOTE TO TEACHER.—Place the long obscure mark upon the blackboard, and explain that it is used over a long vowel in an unaccented syllable to indicate that the sound is less prolonged than in an accented syllable. See Manual, page 211.

passage	image	adage	voyage
damage	savage	dotage	cottage
manage	postage	pillage	storage
package	hostage	village	homage
bandage	cabbage	vintage	plumage
massage	bondage	carnage	language

LESSON 89.

âgè (continued).

Instruction.—In *marriage* and *carriage* mark *a* silent and *i* short in the vowel digraph. In *mortgage*, *t* is silent.

voltage	forage	outrage	cordage
coinage	herbage	courage	vantage
sausage	tonnage	suffrage	carriage
steerage	stoppage	fruitage	marriage
message	mortgage	clearage	wharfage
drainage	rummage	mintage	wreckage

LESSON 90.

57

âçê âtê

Instruction.—In the terminations *ace* and *ate* (unaccented) *a* is long obscure in the words of this lesson.

solace	terrace	palate	agate
palace	surface	curate	pirate
preface	furnace	senate	frigate
pomace	pinnacle	climate	prelate
menace	necklace	mandate	private

LESSON 91

ây

Instruction.—The days of the week and the months of the year should begin with capital letters. An abbreviation is the shortened form of a word. A period should be placed after every abbreviation.

DAYS OF THE WEEK AND SEASONS.

	Sunday	Sun.	
Monday	Mon.	Thursday	Thurs.
Tuesday	Tues.	Friday	Fri.
Wednesday	Wed.	Saturday	Sat.
spring	summer	autumn	winter

LESSON 92.

êçê êççê îççê îdê îndê

college	oxide	rapine	destine
porridge	chloride	engine	vaccine
cartridge	doctrine	famine	turbine
partridge	morphine	ermine	pristine
knowledge	strychnine	jasmine	sanguine

LESSON 93.

ice ile

Instruction.—In the terminations *ice* and *ile* (unaccented), *i* is short in the words of this lesson.

notice	office	novice	futile
bodice	lattice	poultice	sterile
malice	justice	agile	febrile
crevice	chalice	facile	reptile
cornice	service	docile	servile
solstice	pumice	fertile	hostile
auspice	surplice	fragile	subtile
practice	jaundice	missile	ductile

LESSON 94.

ite ive ise

Instruction.—In the terminations *ite*, *ive* and *ise* (unaccented), *i* is short in the words of this lesson. In *franchise*, *s* is sonant.

respite	olive	furtive	votive
granite	dative	costive	anise
active	native	restive	treatise
captive	festive	passive	mortise
pensive	motive	massive	promise
sportive	missive	plaintive	franchise

LESSON 95.

DICTATION EXERCISE.

The mastiff has great strength and courage.
The jurist sought a respite for the culprit, but

his efforts were futile. A man of honor will not break his promise. The tourist was held as hostage by the savage bandits. He has written a lengthy treatise on coinage. If the doctrine is true, why do you not practice it? His manner was hostile and his motive was plainly one of malice.

And earthly power doth then show likest God's,
When mercy seasons justice.—*Shakespeare*.

"Errors like straws upon the surface flow;
He who would seek for pearls must dive below."

"No service in itself is small,
None great, though earth it fill;
But that is small that seeks its own,
And great that seeks God's will."

LESSON 96.

ant

Instruction.—In the termination *ant* (unaccented), *a* is short obscure in the words of this lesson. In *poignant*, *g* is silent.

arrant	infant	tyrant	blatant
extant	errant	servant	peasant
tenant	gallant	verdant	currant
vacant	distant	warrant	sextant
instant	flippant	pleasant	pendant
vagrant	hydrant	dormant	pheasant
fragrant	constant	claimant	poignant
remnant	stagnant	merchant	quadrant.

LESSON 97.

ançə ençə

Instruction.—In the terminations *ance* and *ence* (unaccented), the vowel preceding *n* is short obscure in the words of this lesson. In *vengeance*, mark *a* short obscure and the preceding *e* silent.

NOTE TO TEACHER.—In pronouncing the words ending in *ence* do not substitute the sound of *u* short for *e* short obscure. Impress it upon your pupils that the sound of *e* in this suffix is the same as *e* short, but without stress.

balance	fragrance	instance	silence
penance	substance	nuisance	science
pittance	hindrance	guidance	essence
parlance	semblance	ordnance	cadence
riddance	vengeance	absence	sentence
entrance	cumbrance	presence	prudence

LESSON 98.

ent ment

Instruction.—In the terminations *ent* and *ment* (unaccented), *e* is short obscure in the words of this lesson. In *parent*, *a* is circumflex.

NOTE TO TEACHER.—Review Rule and Note, Lesson 32. In pronouncing these words do not substitute the sound of *u* short for *e* short obscure. Impress it upon your pupils that the sound of *e* in these suffixes is the same as *e* short, but without stress.

agent	potent	latent	raiment
silent	decent	fervent	garment
talent	cogent	moment	payment
recent	torrent	segment	ointment
regent	solvent	fragment	comment
patent	serpent	stringent	judgment
parent	current	shipment	pavement
ardent	student	statement	parchment
prudent	tangent	treatment	movement

LESSON 99.

61

less

Instruction.—In the suffix *less*, *e* is short. This suffix means *without*, as, *sinless*, without *sin*. Review Rule, Lesson 32.

NOTE TO TEACHER.—Require pupils when writing these words to change their form by adding the suffix *less*.

sun	aim	need	end	rest
spot	pain	heed	hope	fear
reck	grace	faith	fault	tear
sense	cloud	sleep	heart	care
thank	friend	cheer	harm	stain
match	blame	doubt	worth	noise
thought	shame	speech	change	cause

LESSON 100.

ness

Instruction.—In the suffix *ness*, *e* is short. This suffix is used to change adjectives into nouns expressive of quality or state; as, *blindness*, from *blind*, meaning the state or condition of being blind.

NOTE TO TEACHER.—Require pupils when writing these words to change them into nouns by adding the suffix *ness*.

red	fine	cold	fit	deaf
bad	neat	arch	full	new
dim	fond	near	tart	clear
mad	kind	dark	sick	faint
thin	plain	light	firm	tight
meek	blind	damp	lame	small
blunt	great	mean	clean	hoarse
bright	sweet	coarse	harsh	strange

LESSON 101.

est

Instruction.—In the suffix *est*, *e* is short. This suffix is used to form the superlative of adjectives and adverbs.

NOTE TO TEACHER.—Require pupils when writing these words to change them to the superlative degree by adding the suffix *est*. Review Rule, Lesson 2, for *sad* and *hot*; also review Rule, Lesson 15, for words ending in *e* silent.

sad	hot	soft	fair
firm	fond	dull	dear
hard	swift	pure	near
high	thick	strong	clear
light	quick	plump	sweet
gentle	bright	strange	rough

Instruction.—In these words, *e* in the termination is short.

earnest	farthest	honest	modest
inquest	conquest	tempest	harvest

LESSON 102.

ish

Instruction.—In the suffix *ish*, *i* is short. This suffix is used to form adjectives from nouns and from adjectives, and denotes resemblance, with sometimes a diminutive force; as, *girlish*, like a *girl*; *reddish*, somewhat *red*.

NOTE TO TEACHER.—Require pupils when writing these words to change their form by adding the suffix *ish*. Review Rule, Lesson 2, for *red*, etc. Review Rule, Lesson 15, for words ending in *e* silent.

red	fool	fiend	style
boy	girl	slave	churl
salt	clan	child	brute
snap	boor	prude	clown
pink	gray	white	brown

ish

Instruction.—In the termination *ish*, *i* is short.

parish	relish	perish	finish
banish	radish	punish	publish
anguish	tarnish	British	skittish
sluggish	dervish	cherish	flourish
languish	garnish	furnish	nourish
brandish	varnish	burnish	rubbish
vanquish	blemish	skirmish	squeamish

LESSON 104. ' .

HOMONYMS.

alter, to change.

altar, a shrine.

bolder, more bold.

bowlder, a mass of rock.

collar, for the neck.

choler, anger.

jam, preserved fruit.

jamb, of a door.

heart, an organ of the body.

hart, a male deer.

miner, one who works in a mine.

minor, smaller; under legal age.

pain, suffering; distress.

pane, of glass.

recks, cares for.

wrecks, ruins.

ring, to sound a bell; a circle.

wring, to twist; to squeeze.

sun, the source of light and heat.

son, a male child.

DICTATION EXERCISE.

Alicè has a handsome ermine collar. Choler is often used by the poets for anger. We must wait while she alters that garment. "Strike, for your altars and your fires!" He was bolder in the cause than his more prudent friend. Let us rest a moment in the shade of this large

bowlder. The merchant says this ring is made of the purest gold. Ring the bell for the servant. The laundress will wring out the clothes. The miner labors all day in the dark and cheerless mine. Let us drop all minor matters for the present. He is still a minor and cannot vote.

.Little the tyrant reckes of broken hearts. Silent lie the wrecks of many a gallant ship upon these cheerless shores. The sun shone brightly in the cloudless sky. "A wise son maketh a glad father." He bore the constant pain in silence. The careless boy broke a costly pane of glass. Your daughter has a very kind heart. The male red deer is called a hart; the female a hind. The servant is making some grape jam. The hinges of that door are working loose from the jamb.

LESSON 105.

NOTE TO TEACHER.—Review Instruction, Lesson 31. Remind pupils that in many words two vowels, having the appearance of a vowel digraph, are sounded separately and belong to separate syllables. Let the accent mark immediately precede the final vowel.

fiat	riot	fuel	bias
liar	viol	poet	cruel
real	friar	suet	cruet
vial	quiet	duel	gruel
dial	giant	dual	fluent
diet	dieth	poem	truest
trial	ppliant	goeth	truant

LESSON 106.

65

Instruction.—In these words let the accent mark immediately precede the final vowel. In *buoyant*, *u* is equivalent to *w*.

loyal	layer	jewel	gayest
royal	towel	newel	lowest
tower	mayor	sayeth	stayeth
bower	trowel	roguish	gloweth
power	crayon	playeth	buoyant
flower	mower	prayeth	gnaweth
shower	drawer	shrewish	knoweth

LESSON 107. '

ous

Instruction.—In the terminations of these words *ou* is a vowel digraph. Mark *u* silent and *o* equivalent to *u* short. Let the accent mark precede the syllable containing this digraph.

callous	famous	porous	pious
jealous	bulbous	vinous	joyous
zealous	pompous	fibrous	mucous
leprous	cumbrous	nitrous	heinous
viscous	wondrous	spinous	grievous
gibbous	monstrous	nervous	gorgeous

LESSON 108.

DICTATION EXERCISE.

It was the warmest day of the year. Only through constant prudence and faultless judgment can a banker prosper. "Farewell, a long

farewell to all my greatness." "Faith is the substance of things hoped for." Her movements were full of girlish grace. The servant brought us a bunch of fragrant flowers. It is better to work for a mere pittance than to be a vagrant. The king was jealous of the growing prestige and power of the duke.

How sharper than a serpent's tooth it is
To have a thankless child.—*Shakespeare*.

For of all sad words of tongue or pen,
The saddest are these: "It might have been."—*Whittier*.

He prayeth best who loveth best
All things, both great and small;
For the dear God who loveth us,
He made and loveth all.—*Coleridge*.

LESSON 100.

ûrə

Instruction.—In the termination *ure* (unaccented), *e* is silent and *u* long obscure. In these words let the accent mark immediately precede this termination or the syllable containing it.

figure	gesture	future	feature
failure	texture	nature	torture
tenure	venture	fixture	posture
stature	fracture	picture	nurture
pasture	stricture	culture	tincture
capture	moisture	vulture	juncture
rapture	scripture	rupture	puncture
verdure	sculpture	mixture	grandeur

LESSON 110.

67

ûê âî âÿ ôê

Instruction.—In the terminations of these words mark the right-hand vowel in the digraph silent and the preceding vowel long obscure.

ague	rescue	entrails	foray
value	statue	portrait	coffee
levee	virtue	alway	always

tēen tēenth

thirteen	fifteen	eighteen
thirteenth	fifteenth	eighteenth
fourteen	sixteen	nineteen
fourteenth	sixteenth	nineteenth

LESSON 111.

TEST WORDS.

Instruction.—In *business*, *i* is silent.

total	license	selfish	serfdom
scion	legend	wolfish	plaintiff
rascal	perjure	linguist	creature
frugal	bottom	crescent	business
modal	neutral	distance	druggist
mason	harness	thievish	thraldom
parson	witness	mastless	challenge
venom	welcome	thinnest	dauntless

LESSON 112.

sûrê sûrê zûrê şîon şîon

Instruction.—(1) In the terminations of these words, when preceded by a consonant *s* is equivalent to *sh*; when preceded by a vowel, *s* or *z* is equivalent to *zh*. Let the accent mark immediately precede the dotted consonant, except that *ure* forms a syllable when the dotted consonant is preceded by a short vowel or a short vowel digraph.

(2) Mark *i* short and any other vowel long when it is the only letter or the final letter and only vowel of a syllable preceding a dotted consonant.

(3) In the double consonant *ss* mark the left-hand letter silent when the other is a dotted consonant.

NOTE TO TEACHER.—Review Instruction, Lesson 31, and show that *i* before a dotted consonant is an exception to that instruction. There are also exceptions in which *e* is short before a dotted consonant; as, *precious*. For the sound of *u* in these terminations see Secs. 135 and 138, Guide to Pronunciation, International Dictionary.

leisure	azure	session	lesion
closure	seizure	passion	vision
treasure	censure	pension	fusion
pleasure	tonsure	mission	version
measure	pressure	mansion	tension

LESSON 113.

tîon tîon

Instruction.—In the terminations of these words, when not preceded by *s*, *t* is equivalent to *sh*. When preceded by *s*, *t* is equivalent to *ch*. Let the accent mark immediately precede the dotted consonant. Review Instruction (2), Lesson 112.

action	fiction	ration	lotion
faction	option	nation	notion
caption	diction	station	portion
fraction	suction	section	caution
sanction	friction	motion	auction
mention	function	junction	question

cious tious tial tial tian

Instruction.—In the terminations of these words *c* and *t* are equivalents of *sh*, except that in *bestial* and *Christian* (*t* preceded by *s*) *t* is equivalent to *ch*. Let the accent mark immediately precede the dotted consonant. In *precious* *e* is short. Mark *c* silent and place one dot under the preceding *s* in *conscious*.

specious	vicious	nuptial	bestial
precious	luscious	faction	partial
gracious	fractious	captious	martial
spacious	conscious	cautious	Christian

LESSON 115.

cean cial sient tient tience zier etc.

Instruction.—In the terminations of these words *c*, *s* and *t* are equivalents of *sh*, and *z* is equivalent to *zh*. Let the accent mark immediately precede the dotted consonant.

social	facial	patience	glacier
ocean	racial	quotient	glazier
special	patient	transient	brazier
crucial	ancient	conscience	grazier

NOTE TO TEACHER.—From these words (Lessons 112 to 115) lead pupils to see—

(1) That, *c*, *s*, *t* or *z* is a dotted consonant when it begins an unaccented syllable and is followed by *i* with another vowel; that *c* is also dotted when it begins an unaccented syllable and is followed by *e* with another vowel; that *s* or *z* is a dotted consonant when it is followed by *ure* in an unaccented syllable.

(2) That in such words,

c is equivalent to *sh*;

z is equivalent to *zh*;

s when preceded by a consonant is equivalent to *sh* (also in *nauseous* and in *sure* and *sugar* and their derivatives);

s when preceded by a vowel is equivalent to *zh*;

t unless preceded by *s* is equivalent to *sh*—exception, in *righteous*, *t* equals *ch*;

t when preceded by *s* is equivalent to *ch*.

(3) That when preceded by a dotted consonant, *e* or *i* is generally silent and the following vowel short obscure or glide obscure.

Show that these principles do not apply to the inflected forms of words ending in *y*. As, *duties*, plural of *duty*. In such words *y* is changed to *i* before a suffix beginning with a vowel and the consonant preceding it retains the same sound as in the stem.

NOTE.—The term “dotted consonant” is applied only to *c*, *z*, *s* and *t*, as above. The short obscure sound of *o* is equivalent to *u* short and indicated by one dot over the *o*.

LESSON 116.

i=y (consonant).

Instruction.—In the final syllables of these words (unaccented and beginning with *i* or with *i* preceded by any consonant except *c*, *s*, *t*, *z* or *g* and followed by another vowel in the same syllable) mark *i* equivalent to consonant *y* and the following vowel short obscure or glide obscure.

NOTE.—In *fashion* and *cushion* the sound of *sh* (equivalent to a dotted consonant), though not in the same syllable, makes *i* silent and *o* equal to *u* short. In *spaniel*, mark *e* short. In *soldier* and *cordial*, *i* is silent and *d* has the sound of *j*.

NOTE TO TEACHER.—Remind pupils that these principles do not apply to the inflected forms of words ending in *y*. As, *ladies*, *studied*, etc.

genial	alien	filial	senior
pinion	onion	ruffian	junior
pillion	union	valiant	genius
billion	soldier	billiard	bilious
bullion	Indian	poniard	spaniel
trillion	cordial	anxious	fashion
million	flexion	noxious	cushion
warrior	bunion	brilliant	clothier

LESSON 117.

ward like

Instruction.—In the suffix *ward* mark *ar* glide obscure. This suffix means *course* or *direction to*. In the word *like*, used as a suffix, mark *e* silent and *i* long. This suffix is used to change nouns into adjectives. In these words let the accent mark immediately precede the suffix. In *toward*, *w* is silent.

toward	rearward	leeward	lifelike
inward	wayward	eastward	warlike
onward	awkward	westward	childlike
upward	backward	windward	homelike
forward	homeward	southward	ghostlike
outward	downward	northward	deathlike

ship hood wise ways

Instruction.—In the words of this lesson *ship* and *hood*, meaning *state of*, and *wise* and *ways*, meaning *way* or *manner of*, are used as suffixes. Let the accent mark immediately precede these suffixes.

sonship	lordship	wifehood	likewise
endwise	girlhood	falsehood	sidewise
worship	heirship	childhood	sideways
boyhood	hardship	priesthood	crosswise
endways	township	lengthwise	edgeways
manhood	friendship	knighthood	lengthways

LESSON 119.

HOMONYMS.

base, *the bottom; mean; low.*
bass, *the lowest part in music.*

be, *to exist.*
bee, *insect.*

cause, *that which produces effect.*
caws, *gives a harsh cry.*

dear, *precious; costly.*
deer, *an animal.*

faint, *to swoon.*
feint, *a pretense.*

fair, *beautiful; just; a market.*
fare, *price of passage; food.*

plain, *simple; level ground.*
plane, *a tool.*

red, *a color.*
read, *did read.*

ruff, *a collar.*
rough, *not smooth; not gentle*

tare, *a weed.*
tear, *to rend.*

DICTATION EXERCISE.

The “darnel” is said to be the weed spoken of in the Scriptures as tares. Your spaniel tears the cushions when we take him in the carriage. “Hear me for my cause, and be silent that you may hear.” We heard the harsh caws of a crow in the pasture. She gave me a red rose. I have

read your poem. The wounded soldier was faint with pain. The ruffian made a feint with his poniard. "Plain living and high thinking are no more." The plane is a useful tool. The queen wore a gorgeous ruff. It is a fair day. He is a fair man. The county fair was held here. The fare at this hotel is good. He has paid his fare. Ancient ruins are dear to the poet's heart. The Indian has shot a deer. Be careful or the bee will sting you. The base of the pillar was of granite. He is a base villain. Does he sing bass or tenor?

LESSON 120.

ôw

Instruction.—In the terminations of these words, mark *w* silent and *o* long obscure, except in *gallows* and *bellows*, where *w* is silent and *o* equivalent to *u* short. Let the accent mark immediately precede this digraph or the syllable containing it.

NOTE TO TEACHER.—Show pupils that in *gallows* and *bellows*, *ows* being equivalent to *us*, *s* is surd.

fallow	elbow	pillow	sorrow
tallow	arrow	follow	furrow
sallow	fellow	billow	borrow
hallow	bellow	yellow	harrow
wallow	narrow	hollow	burrow
mallow	mellow	willow	morrow
shallow	shadow	swallow	bellows
marrow	sparrow	minnow	gallows

LESSON 121.

73

à ò

Instruction.—In these terminations (*a* or *o* being the only letter or the final letter and only vowel of an unaccented syllable) mark the *a* short Italian and the *o* long obscure. In *cello*, *c* is equivalent to *ch*.

vista	villa	lasso	also
dahlia	larva	salvo	cello
stanza	polka	gusto	echo
dogma	fresco	junto	cargo
manna	senna	motto	canto
comma	stigma	grotto	presto
asthma	naphtha	mango	quarto

LESSON 122.

à ò (continued).

Instruction.—Same as preceding lesson. Review Instruction, Lesson 31. In these words the vowel in the first syllable (being the only vowel and final letter of an accented syllable) is long except in *lava* and *drama* where it is Italian.

trio	via	sofa	era
zero	boa	pica	lava
tyro	solo	data	Cuba
hero	halo	mica	zebra
bravo	veto	coma	strata
negro	soda	hydra	drama

LESSON 123.

DICTATION EXERCISE.

“Drink, pretty creature, drink!” “Trust no future, howe’er pleasant.” “Sail on, O Union, strong and great!” “A good name is better

than precious ointment." "No question is ever settled until it is settled right." "Where your treasure is, there will your heart be also." "The sound must seem an echo of the sense." "I have shot mine arrow o'er the house and hurt my brother." "His friendship could only be counted upon in the path of duty." Ocean currents have much to do with the climate of many countries.

The childhood shows the man

As morning shows the day.—*Milton.*

Fail not for sorrow, falter not for sin,

But onward, upward, till the goal ye win.—*Kemble.*

A primrose by a river's brim,

A yellow primrose was to him,

And it was nothing more.—*Wordsworth.*

LESSON 124.

ōs ões

Instruction.—(1) Nouns ending in *o* preceded by a vowel form their plurals regularly by adding *s*. The plurals of nouns ending in *o* preceded by a consonant must be memorized. Some are formed by adding *s* and others by adding *es*.

(2) The *o*, which in the singular form of these words was the final letter and therefore long obscure, becomes long when followed by *s* or *es* in the plural form.

frescoes	lassos	tyros	solos
mottoes	salvos	cantos	halos
grottoes	cargoes	heroes	veto ^{es}
mangoes	quartos	echoes	negroes

LESSON 125.

75

ph = f

Instruction.—Mark *ph* equivalent to *f* at the end of a word or syllable; also at the beginning of a word or syllable unless followed by *t*. When followed by *t* in the same syllable, *ph* is silent. Let the accent fall upon the first syllable in the words of this lesson.

cipher	typhoid	physic	trophy
seraph	sulphur	phonic	prophet
orphan	triumph	hyphen	phosphite
graphic	camphor	phthisis	phosphate
nephew	pamphlet	phantom	phosphine

LESSON 126.

Instruction.—Each of these words is composed of two monosyllables and each syllable must be marked as a monosyllable.

iceberg	teacup	beehive	railroad
warfare	bonfire	spyglass	sunbeam
passport	tollgate	skylight	hogshead
buckskin	limekiln	daylight	brickkiln
beefsteak	inkstand	sidewalk	postmark
midnight	fortnight	homesick	postscript

LESSON 127.

Instruction.—Same as preceding lesson.

instep	tiptoe	lawsuit	seaport
seaside	cobweb	waylaid	railway
outlaw	hearsay	seaweed	upright
bygone	turnkey	fireplace	fireproof
necktie	eyebrow	seashore	birthday
rainbow	stairway	turnpike	highway

LESSON 128.

TEST WORDS.

Instruction.--In *sugar* and *nauseous* and in *issue* and *tissue*, *s* is equivalent to *sh*. In *vizier*, *z* joins the preceding vowel, and the following *i* is equivalent to consonant *y*. In these words the accent falls upon the first syllable.

topaz	apex	forceps
aspect	onyx	precept
acme	hosier	session
widow	sorrow	unction
curfew	minion	sugar
byway	godlike	issue
fibrous	mildew	tissue
midday	window	nauseous
midway	meadow	vizier

LESSON 129.

TEST WORDS.

Instruction.--In these words the accent falls upon the first syllable

consul	calyx	furlong
zenith	vertex	adjunct
quarry	vortex	impulse
cherub	larynx	precinct
pretext	syntax	farthing
ransack	license	congress
baptism	product	province
dandruff	comrade	lightning
knapsack	bankrupt	programme

LESSON 130.

77

Instruction.—Same as preceding lesson.

vacate	gentile	profile	headache
deluge	carbine	quinine	gangrene
decade	tribune	carmine	cashmere
almost	prelude	twilight	landscape
empire	costume	mundane	toothache
utmost	surname	nickname	camphene
fortune	magnate	membrane	meanwhile

LESSON 131.

Instruction.—Same as Lesson 129. In *vineyard*, *e* is silent and *i* short. In *Christmas*, *t* is silent and *i* short.

envoy	discord	scaffold	breakfast
statute	adverse	charcoal	hoarhound
fortune	rhubarb	stalwart	hawthorn
concord	Sabbath	steadfast	vineyard
purport	bombast	concourse	Christmas

LESSON 132.

Instruction.—Same as Lesson 129. In *gingham*, *h* is silent. In *acre*, *re* is equivalent to *er*.

acre	welfare	discount	reindeer
sirloin	turmoil	platform	bedstead
invoice	mermaid	furlough	homestead
viceroy	commerce	purchase	maelstrom
auburn	mammoth	gingham	threadbare

TO THE TEACHER.

Explain the meaning of prefix. The following lessons to Number 175 inclusive are devoted to dissyllables in which the prefix or initial syllable is unaccented. These lessons are arranged with special reference to their initial syllables for the purpose of making the pupils familiar with certain prefixes and the classes of words with which they are used, and the spelling, pronunciation and meaning of such words. Dissyllables with prefixes are generally accented upon the last syllable, except in certain words which are accented differently in different parts of speech; as, *ab'sent* (noun), *absent'* (verb). Special lessons of such words are given.

LESSON 133.

à

Instruction.—In the words of this lesson mark *a* short Italian in the prefix. Let the accent fall upon the syllable following the prefix. As, *abate'*.

abet	adô	adore	acute	abate
abed	abase	abash	adept	abide
abaft	adieu	abyss	adapt	about
adrift	adopt	abuse	abode	adorn
aboard	above	abroad	across	ablaze
abreast	adown	abridge	abound	achieve

LESSON 134.

â (continued).

afar	ago	alas	alert	aloft
afire	ajar	alack	alive	aloof
afoot	akin	agree	adult	alone
afloat	aloud	ahead	along	alarm
afraid	again	adroit	agape	among
aghast	afresh	alight	against	amount

LESSON 135.

79

ä (continued).

Instruction.—Same as Lesson 133.

amass	apart	astride	avenge
amuse	apiece	athirst	averse
amaze	aright	atone	awry
amiss	arise	athwart	away
amid	arose	aver	await
amend	around	avail	awake
anew	arouse	avow	award
anon	aslant	avert	aware
apace	asleep	avoid	awhile

LESSON 136.

äb äd

Instruction.—In the prefixes *ab* (meaning *from*) and *ad* (meaning *to*), *a* is short. The second of double consonants should not be marked silent when it begins an accented syllable. Let the accent fall upon the syllable following the prefix.

abduct	absorb	adduce	adjust
abhor	abstain	adhere	admire
abjure	abstruse	adjoin	admit
abrade	absurd	adjourn	advance
abrupt	addict	adjudge	advice
abscond	address	adjure	advise

HOMONYMS.

mite, *a very small object.*
might, *power.*

wait, *to tarry; to stay.*
weight, *heaviness.*

cell, *a small room; a closed cavity.*
sell, *for a price.*

air, *what we breathe.*
e'er, *ever.*
ere, *before.*
heir, *one who inherits.*

road, *a path; a way.*
rode, *did ride.*
rowed, *moved by oars.*

hole, *an opening; a cavity.*
whole, *entire; all.*

hear, *as a sound; to listen*
here, *in this place.*

led, *guided.*
lead, *a metal*

tale, *a story.*
tail, *of an animal; the end.*

meet, *to come together; suitable*
meat, *flesh for food; food.*
mete, *to measure.*

DICTATION EXERCISE.

He might have given at least a mite to such a noble cause. "They also serve who only stand and wait." Some books are worth their weight in gold. The guard led the felon from his cell. He was forced to sell his home. Did mortal e'er breathe a purer, sweeter air than this? Let us say farewell ere we part. That woman is heir to a large fortune. The road seemed very rough

All in the valley of death

Rode the six hundred.—*Tennyson.*

The shipwrecked sailor rowed toward the island. There is a hole in your glove. Did you hear the whole story? "Here rests his head upon the lap of earth." A child should be led in right paths. His heart was heavy as lead

"An honest tale speeds best, being plainly told."
It is cruel to dock the tail of a horse. Please
meet me at ten o'clock in the morning. It was
meet that he should help his friend. Tell the
cook to broil the meat. "With what measure
ye mete, it shall be measured to you."

LESSON 138.

ăe ăf (*ad* continued).

NOTE TO TEACHER.—The captions of Lessons 138, 139 and 140 are merely different forms of the prefix *ad* with the same meaning, the consonant being changed to assimilate with the initial consonant of the following syllable. The form *ad* remains unchanged before any vowel and before *d, h, j, m* or *v* (see Lesson 136). When the following syllable begins with a surd the prefix takes the form of either *ac, as, ap* or *at*; but when it begins with any other consonant than a surd or *j, m* or *v*, the consonant is doubled in the formation of the prefix. Thus, (*ad*) *fix* is *affix*; (*ad*) *lure* is *allure*.

accede	account	acquit	afflict
access	accrue	affair	afford
accept	accuse	affect	affray
accord	acquaint	affirm	affright
accost	acquire	affix	affront

LESSON 139.

ăl ăñ ăp ăt (*ad* continued).

Instruction.—In *allege*, *e* preceding *g* is short.

allay	annoy	appear	appoint
allege	annul	appease	apprise
allot	anneal	append	appraise
allow	announce	applaud	approach
alloy	appall	applause	approve
allure	appeal	apply	attach

LESSON 140.

ăg ăr ăs (ad continued).

Instruction.—Same as Lesson 136.

aggress	ascend	assert	attack
aggrieve	ascribe	assess	attain
arraign	asperse	assign	attempt
arrange	aspire	assist	attend
array	assail	assort	attest
arrest	assault	assume	attire
arrive	assay	assure	attract
arrear	assent	astound	attune

LESSON 141.

bê

Instruction.—In the prefix *be* (meaning to *make, by, about, over*), *e* is long obscure. Let the accent fall upon the syllable following the prefix.

becalm	befoul	behead	benumb
became	befriend	beheld	bespeak
because	began	believe	besought
becloud	beguile	below	bestow
become	behalf	bemoan	bestride
before	behave	beneath	betray
befit	behoove	benign	betroth

bē (continued).

bedeck	begrudge	bequest	betwixt
bedew	behest	berate	between
bedim	behind	bereave	bewail
befall	behold	beseech	beware
begin	belief	beside	bewitch
begone	belong	besiege	beyond
begrime	bequeath	besmear	bestir

LESSON 143.

eōm eōl eōn eōr

Instruction.—The prefixes *com*, *col*, *con* and *cor* are from the Latin *cum*, and mean *with, together*. The *o* is short in these prefixes. In *mand*, when this syllable follows a prefix, *a* is short Italian. Let the accent fall upon the syllable following the prefix.

NOTE TO TEACHER.—Before *b*, *m*, *p*, and sometimes *f*, the prefix (Latin *cum*) takes the form *com*; by assimilation it becomes *col* before *l*, *cor* before *r*, *co* before a vowel or before *h* or *w* (and sometimes before other consonants), but generally *con* before any consonant except *b*, *h*, *l*, *m*, *p*, *r* and *w*.

combine	compel	compose	conceal
command	compete	comprise	concede
commence	compile	compute	conceit
commend	complain	collapse	conceive
commit	complete	collate	correct
commute	comply	collect	corrode
compare	comport	collide	corrupt

LESSON 144.

eön (continued).

concern	condole	confirm	congeal
conclude	condone	conform	congest
concoct	conduce	confound	conjoin
concur	confess	confront	connect
condemn	confer	confuse	connive
condense	confide	confute	consent

LESSON 145.

eön (continued).

conserve	construct	content	converge
consign	consult	contort	converse
consist	consume	contour	convey
console	constraint	contrive	convince
conspire	contain	control	convoke
constrain	contend	convene	convulse

LESSON 146.**DICTATION EXERCISE.**

"Men's faults do seldom to themselves appear."

Abhor that which is evil; cleave to that which is good.—*Bible*.

So teach us to number our days that we may apply our hearts unto wisdom.—*Bible*.

Man wants but little here below,

Nor wants that little long.—*Goldsmith*.

Never allow a fault in yourself which you would condemn in others. "Every other demon

attacks in the front but slander, which assaults from behind." Conceit may puff a man up, but never prop him up.—*Ruskin*. Be content with such things as ye have.—*Bible*. Beware of entrance to a quarrel.—*Shakespeare*. Begone, dull care, thou and I shall never agree.—*Playford*. He lea-eth me beside the still waters.—*Bible*.

LESSON 147.

dē

Instruction.—In the prefix *de* (meaning *down, from*), *e* is long obscure. Let the accent fall upon the syllable following the prefix.

debar	decide	deduce	defence
debase	declaim	deduct	defense
debate	declare	deface	defend
decay	decline	defame	defer
decease	decoy	default	defile
deceit	decrease	defeat	define
deceive	decree	defect	deflect

LESSON 148.

dē (continued).

deform	deject	demise	depart
defraud	delay	demur	depend
defray	delight	demure	depict
defunct	delude	denote	deplete
degrade	demand	denounce	deplore
degree	demean	denude	deport

dê (continued).

Instruction.—In these words *s* is sonant at the beginning of an accented syllable when it stands between two vowels.

depose	descend	despise	dethrone
deprave	describe	despond	detract
depress	deserve	destroy	device
deprive	design	detach	devise
depute	desire	detain	devoid
derange	desist	detect	devolve
deride	despair	deter	devote
derive	despatch	detest	devout

LESSON 150.

dis

Instruction.—In the prefix *dis* (meaning *to take from, away, not*), *s* is surd and *i* is short. Exception: In *discern*, *disease* and *dissolve* the *s* is sonant. Let the accent fall upon the syllable following the prefix.

NOTE TO TEACHER.—See Manual, page 128, for *discern*.

disarm	discourse	disjoin	dispatch
disband	discreet	dislike	dispense
disburse	discuss	dislodge	disperse
discard	disdain	dismay	displace
discern	disease	dismiss	display
discharge	disgorge	dismount	displease
disclaim	disguise	disown	dispose
disclose	disgust	dispel	dissolve

dĩ dĩf (*dis* continued).

Instruction.—In *di* and *dif* (forms of the prefix *dis*) *i* is short.

NOTE TO TEACHER.—The prefix *dis* becomes *dif* before *f*, and *di* before *b*, *d*, *g*, *l*, *m*, *n*, *r*, *v* and sometimes before *j*. For *u*, in *dissuade*, see Manual, page 127 (4).

disprove	distaste	distress	digress	diverge
dispute	distill	distrust	dilate	divide
dissect	distinct	disturb	dilute	divine
dissent	distort	disuse	direct	divorce
dissuade	distract	diffuse	divert	divulge

LESSON 152.

HOMONYMS.

bear, *an animal; to carry.*
bare, *uncovered.*

beet, *a vegetable.*
beat, *to surpass; to strike.*

bin, *a box for grain.*
been, *past participle of be.*

blue, *a color.*
blew, *did blow.*

cent, *a copper coin.*

sent, *did send.*

scent, *odor; to smell.*

feet, *plural of foot.*
feat, *a deed; an exploit.*

I, *a pronoun.*
eye, *the organ of vision*

new, *fresh; not old.*
knew, *did know.*

pare, *to peel.*
pear, *a fruit.*
pair, *a couple.*

seen, *past participle of see.*
scene, *view; spectacle.*

DICTATION EXERCISE.

The bin has been filled with wheat. She has blue eyes. The wind blew fiercely. The beet is used in making sugar. It is cowardly to beat a helpless animal. Have you ever seen a Polar bear? This is a beautiful scene. "Bear

ye one another's burdens." His feet were bare. The juggler performed many a strange feat. I looked him in the eye. Please pare the apple. She sent me a large pear. He knew his lesson. I have a pair of new skates. He will not give a cent. This rose has a sweet scent.

enclose
enchain. **LESSON 153.**
ën

Instruction.—The prefix *en* means *in, into, to make, etc.*

enact	~~en~~ close	endow	engorge	enhance
encamp	~~en~~ erach	endure	engrave	enjoin
enchain	endear	enforce	engross	enjoy
enchant	endorse	engage	engulf	enlarge

LESSON 154.

ëm (*en* continued).

Instruction.—The prefix *en* becomes *em* before *p, b* and *m*.

NOTE TO TEACHER.—The prefix *en* is used chiefly in words borrowed from the French. Some English words are written indifferently with *en* or *in*. As, *enclose*, or *inclose*.

enlist	enroll	entice	entreat	emboss
enrage	enslave	entire	entrust	embrace
enrich	entail	entomb	embalm	empale
enrobe	enthroned	entrap	embark	employ

ěx ěx

Instruction.—In the prefix *ex* (meaning *out of, from*), *e* is short and *x* is unmarked except when it precedes an accented syllable beginning with a vowel (as, *exact*), or with silent *h* (as in *exhort* and *exhaust*). Then it is equivalent to *gz*.

exceed	exclude	expire	exempt
excel	excuse	explain	exhaust
except	exhale	exude	exhort
excess	exhume	exult	explore
exchange	expand	exact	expose
excite	expect	exalt	expound
exclaim	expel	exist	express

LESSON 156.

ê ěf (*ex continued*).

Instruction.—For ease of pronunciation the prefix *ex* sometimes becomes *e* or *ef*. In *ef*, *e* is short, but when *e* is used alone as a prefix it is long obscure.

NOTE TO TEACHER.—The prefix *ex* becomes *e* before *b, d, g, l, m, n, r* and *v*; *ef* before *f*; and sometimes *e* or *ec* before *c*. In words from the French *ex* often appears as *es* and sometimes as *s* or *é*; as, *escape, scape, elite*.

expunge	esquire	emerge	event
extend	escape	emit	evict
extol	esteem	equate	evince
extort	espouse	equip	evolve
extreme	eclipse	erase	efface
explode	educe	erect	effect
exploit	elect	erode	effete
estate	elude	evade	effuse

LESSON 157.

f^{or} f^{ore}

Instruction.—In the prefix *for* (meaning *not, from, etc.*), *o* is short. In the prefix *fore* (meaning *before*), *e* is silent and *o* long.

forbade	f ^{or} do	forebode	forestall
forbear	f ^{or} got	foreclose	foretaste
forbid	f ^{or} lorn	foreknew	foretell
forgave	f ^{or} sake	foreknow	forewarn
forget	f ^{or} swear	foresee	forejudge
forgive	f ^{or} sworn	foreshow	forelay

LESSON 158.

iⁿ

Instruction.—In the prefix *in* (meaning *in, into, on, among* and sometimes *not*), *i* is short. In *indict*, *e* is silent and the preceding *i* long.

i ⁿ apt	i ⁿ c ^{ur}	i ⁿ f ^{er}	i ⁿ f ^{est}	i ⁿ f ^{old}
i ⁿ cise	i ⁿ d ^{ict}	i ⁿ f ^{ect}	i ⁿ f ^{lict}	i ⁿ f ^{use}
i ⁿ cite	i ⁿ d ^{ite}	i ⁿ d ^{uct}	i ⁿ f ^{lect}	i ⁿ hale
i ⁿ case	i ⁿ d ^{ent}	i ⁿ d ^{uce}	i ⁿ f ^{irm}	i ⁿ f ^{orm}
i ⁿ close	i ⁿ clude	i ⁿ d ^{orse}	i ⁿ f ^{late}	i ⁿ graft

LESSON 159.

iⁿ (continued).

i ⁿ sist	i ⁿ s ^{ure}	i ⁿ ter	i ⁿ here	i ⁿ voke
i ⁿ sert	i ⁿ t ^{end}	i ⁿ t ^{ent}	i ⁿ volve	i ⁿ vest
i ⁿ sane	i ⁿ s ^{pire}	i ⁿ t ^{one}	i ⁿ veigh	i ⁿ vent
i ⁿ spect	i ⁿ s ^t ead	i ⁿ t ^{ense}	i ⁿ trude	i ⁿ voke
i ⁿ quire	i ⁿ s ^{truct}	i ⁿ t ^{omb}	i ⁿ twine	i ⁿ verse

İġ İİ İM (*in* continued).

Instruction.—For ease of pronunciation the prefix *in* becomes *il* before *l*, *ir* before *r* and *im* before *b*, *p* or *m*; also sometimes *ig* before *n*. In all these forms the *i* is short.

indulge	illuminate	impart	implore
inflammation	imbed	impeach	imply
instruct	imbibe	impede	impose
intrench	imbue	impel	improve
ignore	immerse	impend	impugn
ignite	immure	impinge	impure
illude	impair	implant	impute

LESSON 161.

DICTATION EXERCISE.

God's ways seem dark; but, soon or late,
 They touch the shining hills of day;
 The evil cannot brook delay,
 The good can well afford to wait.—*Whittier*

And 'tis my faith that every flower
 Enjoys the air it breathes.—*Wordsworth*

Hope, like the gleaming taper's light,
 Adorns and cheers the way;
 And still, as darker grows the night,
 Emits a brighter ray.—*Goldsmith*

And, oftentimes, excusing of a fault
 Doth make the fault the worse by the excuse.—*Shakespeare*

To err is human, to forgive divine.—*Pope*. Improve each moment as it flies.—*Johnson*. Be wise

to-day; 'tis madness to defer.—*Edward Young*. He
that toucheth pitch shall be defiled therewith.
—*Bible*.

Tears from the depths of some divine despair
Rise in the heart and gather to the eyes,
In looking on the happy autumn fields,
And thinking of the days that are no more.—*Tennyson*.

LESSON 162.

mīs

Instruction.—In the prefix *mis* (meaning *wrong, wrongly*), *i* is short and *s* is surd.

misuse	misfit	mislay	misrule
misspell	miscall	mislead	missent
mistake	mishap	misplace	misdeed
mistrust	misjudge	misprint	mistreat
misspend	mischance	misquote	misshape

LESSON 163.

ōb (ō ōe ōf ōp)

Instruction.—In the prefix *ob* (meaning *in the way, against, out of*) and in its equivalent forms as shown above, *o* is short, except that when *o* alone forms the prefix it is long obscure.

NOTE TO TEACHER.—For ease of pronunciation this prefix becomes *oc* before *c*, *of* before *f*, *og* before *g*, and *op* before *p*, except that it is sometimes *o* alone before *b*, *m* and *p*.

omit	obtain	occur	offend
obey	obscure	occult	oppose
opine	observe	obtuse	offense
oblige	obstruct	obtrude	oppress

per prê

Instruction.—In these words mark *er* glide obscure in the prefix *per* (meaning *through, throughout*).

NOTE.—(1) When the prefix *per* is followed by a vowel, *e* in the prefix is short if *r* ends the syllable; as, *perempt*; but long obscure if *r* begins the following syllable; as, *peruse*.

(2) In the prefix *pre* (meaning *before*), when unaccented, *e* is long obscure.

NOTE TO TEACHER.—Explain that the diæresis does not indicate the sound of the vowel, but is sometimes placed over the second of two adjacent vowels to denote that the two vowels are to be pronounced as distinct letters.

persist	peruse	prefer	preside
pertain	perforce	prepay	prevent
pervert	perspire	precise	preëmpt
perplex	perceive	prevail	presume
perturb	perverse	predict	preserve
perhaps	perempt	precede	preclude
pervade	persuade	prepare	pretense
perform	perchance	pretend	prescribe

LESSON 165.

prô (pûr)

Instruction.—In the prefix *pro* (meaning *before, for, forward*), when unaccented, mark *o* long obscure. In its equivalent form *pur*, *u* is circumflex.

propel	protect	protract	pursue
profess	propose	proclaim	purvey
profuse	provide	protrude	pursuit
profane	prolong	profound	purloin
proceed	provoke	propound	propense
procure	promote	pronounce	proscribe

LESSON 166.**rê**

Instruction.—In the prefix *re* (meaning *back, against, again*), when unaccented, *e* is long obscure. Review Instruction, Lesson 149.

recall	recess	recoil	refer	resist
rebate	recite	recur	reduce	resort
recede	recline	recruit	replete	regard
rebuke	receipt	redeem	refrain	refund
rebuild	receive	redoubt	reform	resolve
rebound	reclaim	recourse	refresh	resound

LESSON 167.**rê (continued).**

relax	repair	repel	rejoin	reproof
relief	repast	reply	regale	require
remit	renew	repeal	regret	repulse
relieve	remove	report	rejoice	request
release	renown	repose	relapse	reprove
remain	remorse	repeat	repress	reprieve
remark	renounce	replace	rehearse	reproach

LESSON 168.**rê (continued).**

restore	result	reveal	revile	revolt
respect	retort	revere	revise	reward
restrict	retain	return	revert	requite
respond	retard	retreat	revive	rescind
restrain	resume	retrieve	revoke	reserve
restraint	resource	revenge	review	revolve

HOMONYMS.

bad, *not good.*bade, *did bid; told.*beech, *a kind of tree.*beach, *shore.*berth, *a place for sleeping.*birth, *a coming into life.*bred, *did breed; trained.*bread, *a kind of food.*brooch, *a breast-pin.*broach, *to make public.*clause, *a part of a sentence.*claws, *nails of animals or birds.*choose, *to select.*chews, *with the teeth.*due, *owing; proper.*dew, *moisture; vapor.*dust, *dry powder.*dost, *second person singular present of do.*site, *a situation.*cite, *to quote; to summon.*sight, *vision; a view.*

DICTATION EXERCISE.

A well-bred person will not obtrude upon others. "Bread is the staff of life."—*Swift*. This is bad weather. "Hope, for a season, bade the world farewell."—*Campbell*. That beech is a fine tree. Watch the waves break upon the beach! "Choose an author as you choose a friend."—*Roscommon*. The cow chews her cud. He will rebuild on this site. I can cite many such cases. She has lost her sight. If you omit that clause it will improve the sentence. The cat's claws are sharp. Your note is due to-morrow. Dew does not fall in cloudy weather. The table is covered with dust. "Dost thou love life? Then do not squander time, for that is the stuff life is made of."—*Franklin*. He was blind at his birth. Have you a berth on the steamer? That is a costly brooch. He would not broach the subject.

stüb (sűe sűf sűg sűp sűs) sűr

Instruction.—In the prefix *sub* (meaning *under*), and in its equivalent forms as shown above, *u* is short. In the prefix *sur* (meaning *above, over*), *u* is circumflex, except when the prefix is followed by another *r* (see Instruction, Lesson 37).

NOTE TO TEACHER—For ease of pronunciation the prefix *sub* becomes *suc* before *c*, *suf* before *f*, *sug* before *g*, *sup* before *p*, and before *c*, *p* and *t* it is sometimes *sus*.

subdue	subserve	succumb	suspect
subjoin	subside	suffice	suspend
sublet	subsist	suffuse	sustain
sublime	subtract	suggest	surmise
submerge	subvert	supply	surprise
submit	succeed	support	surmount
suborn	success	suppose	surpass
subscribe	succinct	suppress	surround

LESSON 171.

űn

Instruction.—In the prefix *un*, *u* is short. This prefix means *not*. As, *unhurt* (*not hurt*). It sometimes reverses the action of verbs. As, *unbar* (*to remove a bar*).

unbar	uncouth	unhurt	unseal
unbend	undue	unjust	unscrew
unbind	unearth	unkind	unsound
unbolt	unfair	unlearn	untrue
unchain	unfit	unload	untwine
unclasp	unfold	unlock	untwist
unclean	unheard	unloose	unwind
unclose	unhitch	unsheathe	unyoke

LESSON 172.

97

ŭp with

Instruction.—The words *ŭp* and *with* are sometimes used as prefixes. In these words the vowel is short and *th* in *with* is voiced.

uplift	upon	upturn	without
uphold	upset	withal	withheld
upheld	upend	within	withdrew
upbraid	uproot	withhold	withstand
upheave	upraise	withdraw	withdrawn

LESSON 173.

sē trāns

Instruction.—In the prefix *se* (meaning *aside*), *e* is long obscure. In the prefix *trans* (meaning *across, over, beyond, through*), *s* is surd and *a* is short.

select	sedate	transmit	transpire
secede	seduce	translate	transport
secure	transfix	transfuse	transpose
secrete	transact	transform	transverse
seclude	transcend	transgress	transplant

LESSON 174.

TEST WORDS.

allude	coerce	impale	retire
annex	despoil	extinct	portray
concise	devour	enough	proceed
absolve	dismast	mismatch	unheard
acclaim	ensnare	prorogue	obstruct
assuage	entwine	immerge	suspense

LESSON 175.

y **ies** **ied**

Instruction.—In these words, *y* (the only vowel and final letter of an accented syllable) is long.

NOTE TO TEACHER.—Show pupils that as *y* was long in the stem of the word, in the inflected forms (*y* changed to *i* before a suffix beginning with a vowel) *i* is long.

ally	allies	allied
rely	relies	relied
defy	defies	defied
deny	denies	denied
reply	replies	replied
decry	decries	decried
apply	applies	applied
imply	implies	implied
supply	supplies	supplied
comply	complies	complied

MISCELLANEOUS DISSYLLABLES.

LESSON 176.

Instruction.—When used as nouns or adjectives, the following words (excepting *compact*, adj.) are accented upon the first syllable. When used as verbs, they are accented upon the last syllable.

affix	confine	convoy	essay
collect	conflict	contest	expert
accent	conduct	convert	export
absent	concrete	contrast	extract
concert	compact	contract	consort
abstract	compress	conserve	convict
augment	compound	converse	descant

LESSON 177.

99

Instruction.—Same as preceding lesson.

escort	inlay	suffix	survey
impress	insult	object	undress
imprint	import	permit	transfer
ferment	incense	subject	torment
frequent	increase	perfume	transport

LESSON 178.

Instruction.—Same as Lesson 176. In the words of the first two columns, the consonant following the prefix joins the prefix when the words are used as nouns or adjectives. In the words of the last two columns, it joins the following vowel.

NOTE TO TEACHER.—Have pupils write and mark the words of the first two columns with the accent upon the first syllable, and then write and mark them with the accent upon the last syllable.

desert	rebel	retail	prefix
project	refuse	digest	prelude
present	record	detail	forecast
produce	presage	protest	foretaste
premise	progress	proceeds	foredoom

LESSON 179.

DICTATION EXERCISE.

Do put your accents in the proper spot.—

Holmes. She accents her words with care. He was absent to-day. Does he often absent himself from his duties? He signed the compact promptly. The clerk made a neat, compact bundle. Will you contest for the prize? Yes, if the contest is to be a fair one. Contrast the looks of these two men. The contrast is very

marked. That man is a convict. Did the jury convict him? She has written a brilliant essay on the subject. His foes did not essay an answer to his statement. He was cast upon a desert island. Do not desert old friends for new ones. This is a famous extract. The dentist will extract the tooth. I enjoy the perfume of the jasmine. The orange blossoms perfume the air. What is the subject of your essay? Why subject yourself to his unjust demands? Was he present this morning? Let us present him with some token of esteem. I protest against your action in this matter. Your protest shall be heeded. The refuse matter was thrown into the basket. Do not refuse the counsel of your elders.

LESSON 180.

ēē ōō

Instruction.—In words containing *ee* or *oo* the accent generally falls upon the syllable in which these vowels are found, except in words with the suffixes *hood* and *wood*. As, *careen'*, *baboon'*, but *girl'hood*, *red'wood*.

careen	lessee	festoon	cocoon
tureen	settee	balloon	platoon
veneer	drawee	buffoon	dragoon
trustee	grantee	cartoon	monsoon
genteel	saloon	harpoon	tattoo
canteen	baboon	forenoon	bamboo

i

Instruction.—In the final syllables of these words, *i* is equivalent to *e* long. Let the accent fall upon the last syllable. Mark *ue* final silent after *g* or *q*. In *regime*, *g* is equivalent to *zh*, and the preceding *e* is equivalent to *a* long obscure.

valise	police	unique
ravine	pelisse	opaque
Racine	bastile	oblique
marine	regime	antique
sardine	caprice	critique
tontine	batiste	physique
routine	cashier	burlesque
chenille	fatigue	grotesque
machine	intrigue	harangue

LESSON 182.

âde èrè âin ôse etc.

Instruction.—In these words the accent falls upon the last syllable. In *cologne*, *g* is silent.

tirade	severe	polite
parade	serene	jocose
cascade	curtail	salute
brigade	sincere	parole
crusade	austere	baptize
pomade	domain	morose
grimace	maltreat	cologne
humane	maintain	postpone
blockade	stampede	henceforth

LESSON 183.

eau eh = k ch = sh

Instruction.—Except in *beauty* and its derivatives, *eau* is equivalent to *o* long. In the words of this lesson *ch* equals *k* except in *chateau*, *champagne* and *champaign*, where it is equivalent to *sh*. The words of the first column are accented upon the last syllable. The remaining words are accented upon the first syllable.

tableau	bureau	anchor	trochee
plateau	flambeau	aching	headache
trousseau	mocha	chronic	heartache
rondeau	epoch	chorus	capsule
chateau	echo	sumach	nodule
campaign	chaos	stomach	globule
champagne	ocher	monarch	schedule
champaign	chemist	archives	concave

LESSON 184.

HOMONYMS.

cast, to throw.
 caste, an order or class of people.
 course, way; route.
 coarse, not fine.
 core, the heart or inner part.
 corps, a body of troops.
 draft, an order for money.
 draught, current of air; a drink.
 flee, to fly; to run away.
 flea, an insect.

floor, ground grain.
 flower, a blossom.
 fore, before; in front.
 four, a number.
 gate, a door or passageway.
 gait, manner of walking.
 root, of a plant.
 route, a course, or way.
 waste, to spend or use needlessly
 waist, part of the body.

DICTATION EXERCISE.

He gave his nephew a draft on the bank.

Do not expose yourself to a draught.

Can you suggest a wise course of study?

His clothing was coarse and his manner uncouth.

Flee for your lives!

A flea is a small but very agile insect.

The core of the apple contains the seeds.

John is a member of the bugle corps.

The horse is lame in the left fore foot.

Four sailors were cast into the sea.

The caste system prevails in India.

She supplied the poor people with flour.

Full many a flower is born to blush unseen

And waste its sweetness on the desert air.—*Gray.*

The child wore a crimson sash around her waist.

The bended twigs take root.—*Milton.*

We chose the shortest route.

Do not forget to close the gate.

He has an awkward gait.

LESSON 185.

Instruction.—In these words the accent falls upon the last syllable
In *patrol*, *o* is long.

rattan	duet	corral
rosette	hotel	patrol
gazette	canal	cravat
coquette	cadet	robust
brunette	cement	finesse
croquette	quartet	chagrin

LESSON 186.

Instruction.—Same as preceding lesson. In the words of the last column (from the French), final *e* or *et* is equivalent to *a* long. In *papa* and *mamma*, *a* in the accented syllable is Italian and in the unaccented syllable short Italian. In *chasse*, *ch* is equivalent to *sh*.

bazar	papa	cafe
canoe	cigar	coupe
guitar	usurp	chasse
finance	superb	sachet
hurrah	cuirass	crochet
carouse	dessert	croquet
romance	placard	parquet
mustache	mamma	bouquet

LESSON 187.

NOTE TO TEACHER.—Have pupils consult the dictionary for the pronunciation of these words.

eclat	bosom	valet
encore	orange	ballet
centaur	guinea	specie
frontier	colonel	query
cayenne	bivouac	supine
hiccough	livelong	species
steelyard	business	cuckoo
gourmand	courtesy	sergeant
blancmange	clapboard	cupboard
meerschaum	laundered	righteous

POLLARD'S ADVANCED SPELLER.—PART II.

TRISYLLABLES.

TO THE TEACHER.—Explain and illustrate on the blackboard the meaning of the terms trisyllable, penult and antepenult. The following lessons to No. 261 inclusive are devoted to trisyllables accented upon the antepenult. Several lessons are given to the inflection of dissyllables. Other lessons are introduced to familiarize pupils with certain new suffixes and combinations of suffixes, and with the use of the suffixes formerly introduced when they are added to dissyllables. These lessons further illustrate that the root or stem of a word generally forms its accented syllable. Certain suffixes, however, have a tendency to remove the accent from the root of the word. These are considered elsewhere.

LESSON 188.

ētēd itēd ôtēd

Rule.—Words ending in a single consonant preceded by a single vowel, but not accented on the last syllable, do not double the final consonant upon the addition of a suffix beginning with a vowel, except that in words ending in *l* the consonant is doubled before *y*.

NOTE.—Authorities appear to be well agreed upon this rule, except as to words ending in *l*. Some of them double the *l* in the unaccented syllable before any suffix beginning with a vowel. The International prefers the spelling with a single consonant, except where *y* (*ly*) is added. There the *l* is doubled.

NOTE TO TEACHER.—Remind pupils that the syllable which is accented in the stem of a word is accented in its inflected forms. Review Instruction, Lesson 10, and require pupils when writing the following words to change their form by adding the suffix *ed*.

fidget	diet	visit	riot
ticket	rivet	debit	pilot
carpet	quiet	limit	bigot
pocket	covet	habit	pivot
helmet	closet	profit	spirit
blanket	market	credit	ballot

LESSON 189.

ered ering

Instruction.—Review Rule, Lesson 188, also Instruction, Lessons 2 and 40.

NOTE TO TEACHER.—Require pupils to write the following words twice, and change their form first by adding the suffix *ed*, and then by adding the suffix *ing*.

suffer	cater	alter	sever
patter	taper	falter	welter
batter	paper	water	shelter
canter	render	linger	saunter
chatter	shatter	waver	wander

LESSON 190.

ered ering

Instruction.—Same as preceding lesson. In *conquer*, *u* is silent.

filter	blister	cover	order
shiver	quiver	hover	border
wither	twitter	prosper	stutter
simper	moulder	conquer	mutter
swelter	smoulder	smother	further

LESSON 191.

ened ening

Instruction.—Same as Lesson 189.

fasten	listen	sadden	deaden
leaven	glisten	garden	burden
deafen	thicken	lighten	weaken
harden	quicken	shorten	gladden
sharpen	sweeten	brighten	threaten

LESSON 192.

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ðnəd ðonəd ðməd

NOTE TO TEACHER.—Require pupils after copying and marking these words to write them again and change their form by dropping *ed* and adding *ing*.

blazoned	seasoned	poisoned	fathomed
pardoned	reasoned	buttoned	fashioned
beckoned	reckoned	cushioned	blossomed

LESSON 193.

əblə ðblə ūblə

Instruction.—(1) The adjective suffix *able* means *worthy of* or *fit for*. The forms *ible* and *uble* are sometimes used with the same meaning.

(2) Mark *a* short Italian, *i* or *y* short, and any other vowel long obscure when it is the only letter or the final letter and only vowel of an unaccented syllable.

NOTE TO TEACHER.—Review Instruction, Lesson 40, for *curable*, and Rule, Lesson 15, for *salable*, etc.

tenable	salable	edible	risible
taxable	curable	gullible	visible
laudable	durable	crucible	fusible
tractable	culpable	vendible	soluble
searchable	blamable	plausible	voluble

LESSON 194.

əblə (continued).

NOTE TO TEACHER.—Review Instruction, Lesson 38, for *arable*, etc. Review Rule and Exception, Lesson 15, for *movable*, *traceable*, etc.

liable	pliable	payable	peaceable
arable	bailable	syllable	pierceable
eatable	portable	placable	gaugeable
lovable	mutable	traceable	chargeable
parable	movable	teachable	changeable

LESSON 195.**âblŷ ĭblŷ****Instruction.**—Same as Lesson 193.

NOTE TO TEACHER.—Review Rule, Lesson 15, and require pupils, after copying and marking these words, to write them in their adverbial form; as, *affably, fallibly, etc.*

affable	suitable	fallible	feasible
capable	passable	flexible	forcible
notable	probable	credible	terrible
equable	legible	sensible	possible
palpable	audible	tangible	horrible

LESSON 196.**âelə ĭelə ĩplə****Instruction.**—Review Instruction (2), Lesson 193

obstacle	oracle	article	icicle
manacle	miracle	follicle	clavicle
barnacle	particle	cuticle	canticle
pinnacle	ventricle	auricle	multiple
spectacle	chronicle	vehicle	principle

LESSON 197.**MONTHS OF THE YEAR.****Instruction.**—Review Instruction, Lesson 91.

January,	Jan.	July,	Jul.
February,	Feb.	August,	Aug.
March,	Mar.	September,	Sept.
April,	Apr.	October,	Oct.
May,		November,	Nov.
June,	Jun.	December,	Dec.

LESSON 198.

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âçŸ êdŸ ĭgŸ ôñŸ ûtŸ *etc.*

Instruction.—Review Instruction (2), Lesson 193. In these words the accent falls upon the antepenult.

policy	parody	effigy	agony
piracy	canopy	family	colony
legacy	perfidy	subsidy	enemy
lunacy	malady	tragedy	deputy
secrecy	melody	prodigy	homily
primacy	remedy	scrutiny	balcony
harmony	comedy	rhapsody	company

LESSON 199.

Instruction.—Same as preceding lesson. In *subtlety*, *e* is silent and *b* is silent before *t*, though not in the same syllable.

poesy	nicety	agency	pliancy
heresy	subtlety	decency	fluency
ecstasy	formally	currency	infancy
leprosy	formerly	clemency	vacancy
pleurisy	certainly	buoyancy	solvency
courtesy	chemistry	brilliance	tendency

LESSON 200.

Instruction.—In these words the accent falls upon the antepenult.

energy	finally	fealty	loyalty
colicky	quietly	faculty	poverty
eulogy	recently	cruelty	modesty
anarchy	tyranny	bigotry	obloquy
monarchy	ancestry	yeomanry	obsequy
sympathy	calumny	symmetry	colloquy

LESSON 201.

ărȳ ōrȳ ūrȳ

Instruction.—Review Instruction (1), Lesson 39, and Instruction (2), Lesson 193. In *library*, *a* is long obscure. In these words the accent falls upon the antepenult.

granary	diary	pillory	ivory
glossary	salary	savory	theory
primary	rotary	factory	usury
contrary	votary	victory	injury
quandary	notary	history	luxury
summary	library	cursory	century
boundary	armory	memory	mercury

LESSON 202.

HOMONYMS.

ale, *a malted liquor.*

ail, *to be ill.*

all, *the whole.*

awl, *a tool for piercing holes.*

ate, *did eat.*

eight, *a number (8).*

bail, *surety; to dip out.*

bale, *a bundle.*

bell, *for ringing.*

belle, *an attractive woman.*

braid, *to weave or plait.*

brayed, *gave a loud cry.*

peace, *state of quiet.*

piece, *a portion.*

sole, *single; only; bottom of foot.*

soul, *the spirit.*

wave, *of the sea; to wave the hand,*
etc.

waive, *to give up claim to.*

weak, *feeble; not strong.*

week, *seven days.*

DICTATION EXERCISE.

Hops are used in making ale. What can ail that boy? Howard has eight rabbits. They ate all the lettuce in the garden. All vanity is culpable. The shoemaker has broken his awl. The

salesman sold a bale of goods. He could not give bail. Bail out the water or we shall sink. I will braid your hair. The hounds brayed as they ran. Please ring the bell. She is the belle of the village. "Let us have peace."—*Grant*. She gave the dog a piece of meat. Sympathy should be shown toward the weak. The century plant may bloom this week. A great wave broke over the ship. "The star-spangled banner, O, long may it wave!" Shall we waive the sole question at issue? He burned the sole of his shoe. "For what shall it profit a man if he shall gain the whole world and lose his own soul?"—*Bible*.

LESSON 203.

ery

Instruction.--Review Exception to Instruction (1), Lesson 39. In these words let the accent fall upon the antepenult.

celery	fiery	livery	scenery
artery	every	lottery	surgery
bakery	finery	misery	robbery
battery	fishery	grocery	tannery
bribery	gallery	nursery	slippery
colliery	flattery	prudery	witchery
crockery	drapery	mystery	quackery
chancery	drudgery	mockery	shrubby

LESSON 204.

ity ěty

Instruction.—The syllable preceding the noun termination *ity* (or *ety*) takes the accent; and when this termination follows a single consonant preceded by any single vowel except *u*, it makes that vowel short, and the single consonant joins the preceding vowel.

Exception: In *quality* and *quantity*, *a* equals *o* short because the preceding *u* has the sound of *w*.

NOTE TO TEACHER.—Explain to pupils that most of the words having these terminations are derived from Latin words ending in *itas*. Show that, while in such words as *sane* (adj.) *a* is long, this vowel in *santy* (noun) is short.

laxity	unity	deity	parity
sanity	verity	levity	equity
cavity	falsity	lenity	density
purity	oddity	quality	paucity
vanity	trinity	probity	laity
comity	brevity	scarcity	piety
charity	dignity	sanctity	gayety
gravity	suavity	quantity	moiety

LESSON 205.

ily iful

Instruction.—Review Rule, Lesson 9.

NOTE TO TEACHER.—Require pupils when copying the following words to change their form by adding *ly* or *ful*, choosing the proper suffix for each word.

icy	cozy	easy	tidy
lazy	very	testy	pity
lucky	busy	filthy	duty
weary	crazy	pretty	fancy
sleepy	noisy	merry	mercy
happy	angry	scanty	plenty
dainty	faulty	moody	beauty
haughty	greedy	mighty	bounty

like ship ẽous

Instruction.—The following are exceptions to the rule (Lesson 9) that words ending in *y* preceded by a consonant change *y* to *i* before a suffix which does not begin with *i*:

(1) When the suffix *like* or *ship* is added, *y* is retained.

(2) Words ending in *ty* change *y* to *e* before *ous*.

babylike	piteous	babyship
citylike	duteous	ladyship
ladylike	plenteous	suretyship
fairylike	beauteous	stewardship
countrylike	bounteous	babyhood

LESSON 207.

ĩes ĩer ĩest ĩed

Instruction.—The consonants *c*, *t*, *s* and *z*, though beginning an unaccented syllable and followed by *i* with another vowel (*ie*), must not be dotted in the inflected forms of words ending in *y* preceded by one of these consonants. As, *busy*, *busied*.

NOTE TO TEACHER.—Review last paragraph of Note to Teacher, Lesson 115, and illustrate the difference between a derivative word and an inflected form of a word. Show that in a derivative, as *grazier*, from *graze*, the consonant is dotted, whereas in the inflected forms of a word it is not. Require pupils when copying the words of this lesson to add to those of the first column the suffix *es* (plural of nouns), to those of the second column the suffix *er* (comparative degree of adjectives), to those of the third column the suffix *est* (superlative degree of adjectives), to those of the fourth column the suffix *es* (third person singular of verbs); also to write the words of the fourth column and add to them the suffix *ed* (past tense of verbs).

duty	easy	racy	pity
daisy	crazy	cozy	dirty
pansy	noisy	juicy	palsy
mercy	pretty	hasty	fancy
beauty	dainty	mighty	putty
bounty	clumsy	weighty	empty

LESSON 208.

ally fully

Instruction.—Review Rule, Lesson 188. Though these words end in a single consonant preceded by a single vowel and are not accented on the last syllable, *l* must be doubled before *y*.

NOTE TO TEACHER.—Require pupils when writing the following words to change them to their adverbial form; as, *bashfully, fatally*.

fatal	oral	fearful	joyful
local	equal	wistful	useful
vital	signal	painful	lawful
total	verbal	skillful	hopeful
vocal	willful	faithful	fruitful
moral	blissful	trustful	mindful
mortal	bashful	grateful	scornful
central	dreadful	frightful	youthful
mental	watchful	wrathful	mournful

LESSON 209.

ēfy ify

Instruction.—Mark *y* long in the suffix *fy*. In the words of this lesson the accent falls upon the antepenult.

NOTE TO TEACHER.—Show that in these words a secondary accent falls upon the suffix, and that generally the vowel rules for marking accented syllables apply to syllables having a secondary accent. Only the primary accent should be marked.

rarefy	edify	vitriify	verify
liquefy	falsify	rectify	purify
putrefy	clarify	justify	notify
stupefy	fortify	glorify	pacify
amplify	testify	crucify	certify
sanctify	specify	modify	classify
beautify	petrify	dignify	mystify
magnify	signify	fructify	simplify

LESSON 210.

115

ular ier itor

Instruction.—In these words the accent falls upon the antepenult.

titular	ocular	farrier	editor
secular	jocular	terrier	visitor
tabular	jugular	furrier	janitor
regular	popular	carrier	auditor
cellular	circular	barrier	creditor
angular	singular	courier	servitor
globular	muscular	worrier	monitor

LESSON 211.

DICTATION EXERCISE.

Cheerily then, my little man,

Live and laugh as boyhood can.—*Whittier.*

Brevity is the soul of wit.—*Shakespeare.* Honesty is the best policy.—*Don Quixote.* He is a musical prodigy. "The Lord is very pitiful and of tender mercy."—*Bible.*

He gave to misery all he had, a tear;

He gained from heaven, 'twas all he wished, a friend.—*Gray.*

Never make nor break a promise carelessly. It is easier to drift than to pull against the current. All our duties should be faithfully done.

O, how much more does beauty beauteous seem,

By that sweet ornament which truth doth give.—*Shakespeare.*

He was mortally wounded and suffered great pain. Our busiest moments are often our hap-

piest ones. "Charity suffereth long and is kind."
 —*Bible*. She was full of sympathy for the child
 who looked at her so wistfully and mournfully.

LESSON 212.

ar = or = er

Instruction.—Same as Lesson 210.

linear	officer	jeweler	meteor
similar	register	traveler	ancestor
vinegar	mariner	canister	bachelor
calendar	milliner	orator	governor
calender	chorister	senator	councilor
minister	character	corridor	counselor
barrister	comforter	emperor	conqueror
carpenter	harbinger	metaphor	chancellor

LESSON 213.

er (continued).

Instruction.—Same as Lesson 210.

laborer	sinister	leveler	integer
lecturer	banister	reveler	coroner
prisoner	cylinder	modeler	gardener
provender	publisher	manager	dulcimer
questioner	cucumber	kidnaper	customer
murmurer	messenger	worshiper	passenger

er^{er}

Instruction.—Same as Lesson 210.

NOTE TO TEACHER.—Review Instruction, Lesson 40, and show that the sound of the glide *r* vowel in such words as *wander*, though followed by a vowel when *er* is added, is not changed in the derivative.

caterer	pilferer	flatterer
fetterer	letterer	plasterer
sufferer	loiterer	stutterer
lingerer	sorcerer	blunderer
gatherer	wanderer	plunderer
slanderer	murderer	slumberer
whisperer	numberer	stammerer
hammerer	slaughterer	squanderer

LESSON 215.

an man an^{ce}

Instruction.—In these words the accent falls upon the antepenult. In *charlatan*, *ch* is equivalent to *sh*. In *caravan* and *artisan*, *a* is short in the termination *an*.

pelican	ottoman	utterance
puritan	alderman	severance
partisan	clergyman	ordinance
Mexican	gentleman	sufferance
publican	journeyman	sustenance
guardian	variance	temperance
charlatan	vigilance	furtherance
caravan	ignorance	countenance
artisan	ambulance	maintenance

ant

Instruction.—In these words the accent falls upon the antepenult.

elegant	radiant	suppliant
visitant	litigant	dissonant
tolerant	vigilant	cognizant
recreant	alterant	disputant
relevant	militant	miscreant
petulant	resonant	stimulant
adjutant	occupant	protestant
arrogant	emigrant	suppliant
ignorant	consonant	combatant
dominant	termagant	conversant

LESSON 217.**esses**

Instruction.—In these words the accent falls upon the antepenult.

tigresses	processes	fortresses
actresses	duchesses	buttresses
heiresses	princesses	waitresses
abscesses	mistresses	countesses
negresses	congresses	huntresses
goddesses	mattresses	laundresses
witnesses	compresses	seamstresses
empresses	weaknesses	sempstresses

LESSON 218.

119

ishness lessness

NOTE TO TEACHER.—Require pupils when writing the following words to change their form by adding the suffix *ness*.

girlish	foolish	sinless	careless
boyish	brutish	restless	hopeless
slavish	churlish	fearless	sleepless
boorish	faultless	tearless	heartless
fiendish	faithless	reckless	cloudless
childish	stainless	cheerless	homeless
clownish	harmless	shameless	worthless
squeamish	thankless	speechless	thoughtless

LESSON 219.

āte —verb āte —noun or adj.

Instruction.—In the words of this lesson, when used as verbs, *a* is long in the termination. When used as nouns or adjectives, *a* is long obscure. Review Instruction (2), Lesson 193.

radiate	litigate	suffocate	obligate
expiate	delicate	navigate	animate
deviate	mitigate	liquidate	estimate
mediate	rusticate	perforate	ultimate
indicate	medicate	aggregate	instigate
abdicate	lubricate	aggravate	mutilate
extricate	duplicate	temperate	ventilate
vindicate	candidate	magistrate	fumigate

LESSON 220.*âtə*—verb *âtə*—noun or adj. (continued).

agitate	separate	recreate	operate
imitate	generate	delegate	tolerate
hesitate	desecrate	palpitate	saturate
intricate	gravitate	permeate	regulate
intimate	moderate	terminate	celebrate
fulminate	penetrate	perpetrate	cultivate
proximate	consecrate	germinate	chocolate

LESSON 221.*âtə*—verb *âtə*—noun or adj. (continued).

iterate	emulate	lacerate	postulate
liberate	fascinate	alienate	surrogate
accurate	arbitrate	abrogate	devastate
obdurate	obstinate	dissipate	profligate
emigrate	desperate	annotate	potentate
speculate	reprobate	fortunate	compensate
immigrate	conjugate	nominate	contemplate

LESSON 222.*âgə*

foliage	tutelage	average	leverage
lineage	vicinage	verbiage	beverage
vassalage	heritage	equipage	brokerage
pasturage	mucilage	parsonage	anchorage
patronage	parentage	orphanage	pilgrimage

ment

Instruction.—In *parliament*, the *a* preceding the termination is silent and the *i* short.

NOTE TO TEACHER.—In pronouncing the words (Lessons 223 to 226 inclusive) do not substitute the sound of *u* short for *e* obscure. Impress it upon your pupils that the sound of *e* in these suffixes is the same as *e* short, but without stress.

aliment	filament	detriment
liniment	ligament	firmament
regiment	vehement	nutriment
sediment	testament	parliament
rudiment	sentiment	instrument
tenement	sacrament	supplement
ornament	armament	compliment
document	implement	complement
argument	monument	government

LESSON 224.

ent ment (continued).

Instruction.—In *virulent*, *i* is short, as the following *r* joins it in the accented syllable and is followed by a vowel.

orient	evident	element
occident	affluent	settlement
accident	flatulent	merriment
virulent	confident	battlement
incident	succulent	punishment
diffident	corpulent	garnishment
president	prevalent	nourishment
pertinent	provident	chastisement
continent	prominent	measurement

ence

exigence	evidence	deference
audience	opulence	reference
diligence	reticence	diffidence
influence	insolence	penitence
inference	excellence	conference
residence	negligence	abstinence
innocence	prevalence	providence
preference	permanence	prominence

LESSON 226.

ent ence

Instruction.—In *consequent* and *consequence*, *e* is short in the terminations.

NOTE TO TEACHER.—Show pupils that the suffixes *ent* and *ence* are frequently used to form respectively adjectives and nouns from Latin verbs. As, *indigent* (adjective), meaning needy, poor; *indigence* (noun), the condition of being indigent.

indigent	pestilent	violent
indigence	pestilence	violence
indolent	eminent	reverent
indolence	eminence	reverence
turbulent	imminent	different
turbulence	imminence	difference
consequent	eloquent	subsequent
consequence	eloquence	subsequence

ëss nöss

Instruction.—In the suffix *ess* (used to form feminine nouns), *e* is short. In *pretty*, place a dot above *e*, making it equivalent to *i* short.

NOTE TO TEACHER.—Review Rule, Lesson 9, and require pupils, when writing the words of this lesson which end in *y*, to change their form by adding the suffix *ness*.

lioness	juicy	heavy	lazy
poetess	godly	pretty	dizzy
janitress	ready	dainty	crazy
baroness	sultry	greedy	frosty
patroness	lovely	clumsy	flimsy
authoress	lonely	worldly	manly
deaconess	happy	haughty	cleanly
monitress	homely	naughty	friendly

LESSON 228.

DICTATION EXERCISE.

SHORT SELECTIONS FROM RUSKIN.

Every duty we omit obscures some truth we should have known.

Do not think it wasted time to submit yourself to any influence which may bring upon you any noble feeling.

Not until we know all that God knows can we estimate to the full the power and the sacredness of some one life which may seem the

humblest in the world. There is no action so slight nor so mean but it may be done to a great purpose.

In every person who comes near you look for what is good and strong: honor that; rejoice in it; and, as you can, imitate it.

It is only by labor that thought can be made healthy, and only by thought that labor can be made happy.

To watch the corn grow and the blossom set, to draw hard breath over plough-share and spade, to read, to think, to love, to hope, to pray—these are the things to make man happy.

LESSON 229.

icē ilē

Instruction.—In the termination of *sacrifice*, *c* is equivalent to *z* and the preceding *i* long. In the termination of *reconcile*, *i* is long.

orifice	benefice	puerile
edifice	cicatrice	domicile
artifice	precipice	versatile
avarice	dentifrice	volatile
licorice	cowardice	juvenile
prejudice	sacrifice	imbecile
armistice	reconcile	mercantile

inē itē

Instruction.—In *guillotine* and *quarantine*, *i* is equivalent to *e* long, and when these words are used as verbs the accent falls upon the last syllable. In *valentine*, *eglantine* and *serpentine*, *i* is long.

heroine	alkaline	infinite
gelatine	nectarine	definite
genuine	discipline	favorite
libertine	eglantine	opposite
crinoline	valentine	apposite
medicine	serpentine	requisite
glycerine	guillotine	exquisite
masculine	quarantine	hypocrite

LESSON 231.

ışm (ÿşm)

Instruction.—In the suffix *ism* (meaning *an act of* or *state of being*), *s* is sonant and *i* short. In its equivalent form, *ysm*, *s* is sonant and *y* short. In *rheumatism*, both *h* and *e* are silent and *u* is equivalent to *oo* long.

egotism	solecism	fatalism
atheism	socialism	cynicism
heroism	organism	sylogism
stoicism	paganism	despotism
criticism	vandalism	barbarism
witticism	galvanism	heathenism
journalism	mysticism	rheumatism
magnetism	hypnotism	paroxysm

LESSON 232.

īst ŷst

Instruction.—Review Instruction (2), Lesson 193.

oculist	loyalist	vocalist
atheist	organist	essayist
copyist	scientist	novelist
botanist	pessimist	lobbyist
moralist	pantheist	annalist
optimist	Methodist	analyst
humorist	mechanist	amethyst

LESSON 233.

HOMONYMS.

borne, *did bear; carried.*
bourn, *limit; bound.*

creek, *a small river or brook.*
creak, *to make a harsh sound.*

forth, *out; onward.*
fourth, *the last of four.*

fowl, *a bird.*
foul, *not clean; filthy.*

gilt, *a thin covering of gold.*
guilt, *crime.*

Greece, *a country.*
grease, *soft animal fat.*

hale, *sound; healthy.*
hail, *a call or salute; frozen rain.*

hall, *a passageway; a large room.*
haul, *to drag; to pull rudely.*

hare, *a small animal.*
hair, *of the head.*

him, *a pronoun.*
hymn, *a sacred song.*

DICTATION EXERCISE.

Greece once played a prominent part in the history of the world. Put some grease on that rusty hinge and it will not creak. How beautiful the foliage appears on the banks of that creek! She has borne the sacrifice like a hero-

ine. The poet calls death that country "from whose bourn no traveler returns." That paper is gilt-edged. His punishment was greater than his guilt. That eminent scientist is a hale and hearty old gentleman. "Hail to the chief who in triumph advances."—*Scott*. The hailstones were of moderate size.

The blood more stirs

To rouse a lion than to start a hare.—*Shakespeare*.

Thou canst not make one hair white or black.
—*Bible*. Come forth, sir! This is the fourth time I have called you. That turkey is a handsome fowl. Foul air breeds pestilence. The baroness has many exquisite paintings in the hall of her residence. It will take a strong horse to haul that heavy load. Did you know him after such a long absence? She sang my favorite hymn.

LESSON 234.

ative itive

Instruction.—Review Instruction (2), Lesson 193.

relative	adjective	positive
ablative	lucrative	fugitive
sedative	talkative	genitive
vocative	tentative	sensitive
sanative	expletive	primitive
negative	narrative	transitive

LESSON 235.

ize (īze ŷze)

Instruction.—In the suffix *ize* (meaning *to make, to do, to practice*), and in its equivalent forms as indicated above, *i* (or *y*) is long. In the form *ise*, *s* is sonant.

NOTE TO TEACHER.—Show that in these words a secondary accent falls upon the last syllable, which makes the vowel in the termination long instead of long obscure. Only the primary accent should be marked.

criticise	civilize	idolize
exercise	legalize	realize
exorcise	organize	colonize
catechise	tantalize	pulverize
advertise	recognize	solemnize
enterprise	galvanize	symbolize
compromise	scandalize	analyze
merchandise	magnetize	paralyze

LESSON 236.

ize (continued). ful

Instruction.—Same as preceding Lesson.

fertilize	equalize	theorize
moralize	brutalize	victimize
patronize	centralize	powerful
authorize	memorize	sorrowful
tyrannize	scrutinize	masterful
crystallize	neutralize	wonderful
harmonize	sympathize	teaspoonful

LESSON 237.

129

ūḁ ūḡ ūḁ

Instruction.—In the terminations of these words, *e* is silent and *u* long.

NOTE TO TEACHER.—Same as Note to Teacher, Lesson 235.

altitude	solitude	fortitude
attitude	latitude	interlude
aptitude	servitude	subterfuge
rectitude	longitude	ridicule
gratitude	plenitude	molecule
magnitude	multitude	vestibule

LESSON 238.

tūrḡ ūrḡ ūtḡ

Instruction.—In the words of this lesson, *u* is long obscure in the termination *ture*. In the other terminations it is long, except in *parachute*, where *u* is equivalent to *oo* long and *ch* equivalent to *sh*.

ligature	garniture	institute
aperture	epicure	dissolute
overture	sinecure	persecute
furniture	execute	prosecute
signature	resolute	constitute
curvature	absolute	parachute

LESSON 239.

DICTATION EXERCISE.

SHORT SELECTIONS FROM SIR WALTER SCOTT.

Breathes there the man, with soul so dead,
Who never to himself hath said,
This is my own, my native land!
Whose heart hath ne'er within him burned

As home his footsteps he hath turned
 From wandering on a foreign strand?
 If such there breathe, go, mark him well;
 For him no minstrel raptures swell;
 High though his titles, proud his name,
 Boundless his wealth as wish can claim;
 Despite those titles, power and pelf,
 The wretch, concentered all in self,
 Living, shall forfeit fair renown
 And, doubly dying, shall go down
 To the vile dust, from whence he sprung,
 Unwept, unhonored and unsung.

—*The Lay of the Last Minstrel.*

O, many a shaft, at random sent,
 Finds mark the archer little meant!—*Lord of the Isles*
 O, what a tangled web we weave,
 When first we practice to deceive!—*Marmion.*

LESSON 240.

êôus îôus ûôus

NOTE TO TEACHER.—Review Instruction, Lesson 39, for *r* followed by *t* with another vowel.

osseous	odious	furious
hideous	tedious	dubious
aqueous	curious	glorious
vitreous	copious	studious
ligneous	various	spurious
courteous	obvious	arduous
serious	impious	virtuous
envious	previous	strenuous

LESSON 241.

131

eròus oròus ûròus

onerous	odorous	valorous
generous	rigorous	vaporous
numerous	vigorous	clamorous
dangerous	dexterous	rapturous
prosperous	humorous	vulturous
treacherous	slanderous	venturous

LESSON 242.

òus (continued).

ruinous	fabulous	perilous
ominous	populous	frivolous
luminous	querulous	ludicrous
credulous	tremulous	cavernous
scrupulous	scandalous	marvelous

LESSON 243.

òus (continued).

Instruction.—In *garrulous*, *u* after *r* is equivalent to *oo* short. The words of this lesson, beginning with *momentous*, are accented on the penult. In *desirous*, *i* is long, though not the final letter of the syllable.

ravenous	riotous	desirous
infamous	covetous	decorous
garrulous	barbarous	sonorous
poisonous	villainous	portentous
hazardous	gluttonous	stupendous
venomous	momentous	tremendous

LESSON 244.

ôd ôl ôñ òñ

Instruction.—In the terminations of this lesson, *o* is equivalent to *u* short, except in *benison* and *venison*, in which *o* is silent and *s* sonant. In *orison*, also, *s* is sonant. *Horizon* and *environ* are accented upon the penult.

period	clarion	skeleton	benison
vitriol	carrion	simpleton	venison
orison	scorpion	cinnamon	horizon
unison	champion	muskmelon	environ

LESSON 245.

õñ õt õl õx

Instruction.—In the terminations of this lesson, *o* is short.

NOTE TO TEACHER.—See Note to Teacher, Lesson 164.

octagon	lexicon	idiot	capitol
paragon	halcyon	patriot	parasol
hexagon	polygon	apricot	paradox
pentagon	phaëton	chariot	equinox
heptagon	mastodon	Hottentot	orthodox

LESSON 246.

ûm

Instruction.—In the termination *um*, *u* is short. The last four words of this lesson are accented upon the penult.

odium	sodium	vacuum	platinum
opium	pabulum	modicum	asylum
calcium	speculum	laudanum	lyceum
medium	minimum	pendulum	museum
premium	maximum	tympanum	conundrum

à ò õœs

Instruction.—Review Instruction (2), Lesson 193, and Instruction, Lesson 124.

area	taffeta	folio	buffalo
opera	cholera	cameo	buffaloes
retina	algebra	studio	portico
mania	scrofula	indigo	porticoes
cupola	stamina	calico	domino
gondola	orchestra	calicoes	dominoes

LESSON 248.

HOMONYMS.

ark, *a vessel.*

arc, *a part of a circle.*

in, *a preposition; not out.*

inn, *a tavern; a hotel.*

key, *of a lock.*

quay, *a wharf, or mole.*

kill, *to deprive of life.*

kiln, *oven for burning brick, etc.*

lane, *a narrow street.*

lain, *did lie; reclined.*

lo, *behold; look.*

low, *not high.*

night, *from sunset to sunrise.*

knight, *a title of honor.*

moan, *a low cry of pain.*

mown, *cut down.*

mote, *a small particle.*

moat, *a ditch.*

stake, *a sharpened stick; a post.*

steak, *a slice of meat.*

DICTATION EXERCISE.

The rainbow describes an arc. Eight persons were saved in the ark. He ordered a steak of venison at the rural inn. We drove a stake into the ground to mark the place. The rank of a knight is next below that of a baronet. "How beautiful is night!" The artist has lost the key of his studio. The ship unloaded its

cargo on the quay. "Thou shalt not kill."—*Bible*.
 Lime is burned in a kiln. A mote in the eye
 often causes great distress. A deep moat sur-
 rounded the castle. The price of corn is very
 low. Lo, the moon appears! "Rippling waters
 made a pleasant moan."—*Byron*. On either side of
 the lane we saw the new-mown hay. That
 skeleton has lain in the earth for years.

LESSON 249.

ĩ ŷ

Instruction.—In the final syllables of these words (unaccented) *i* or *y* is short. *Tarpaulin* is accented on the penult, also *invalid* when it means *not valid*.

origin	benefit	sardonyx
terrapin	Genesis	synonym
tarpaulin	invalid	sovereign
cherubim	pyramid	counterfeit
obelisk	hyacinth	manuscript
basilisk	labyrinth	handkerchief

ĩ ŷ

Instruction.—The final syllables of these words take a secondary accent, and the *i* or *y* is long, as in accented syllables.

suicide	satisfy	occupy
paradise	satellite	lullaby
appetite	antitype	anodyne
expedite	prototype	multiply
homicide	anthracite	proselyte

ph = f

Instruction.—Review Instruction, Lesson 125.

epitaph	alphabet	aphorism
epigraph	elephant	porphyry
cenotaph	emphasis	sycophant
telegraph	seraphim	blasphemy
paragraph	symphony	phosphorus
autograph	lithograph	blasphemous

LESSON 251.

ph = f (continued).

Instruction.—In *prophecy*, a secondary accent upon the final syllable makes *y* long.

physical	spherical	paraphrase
prophecy	sophistry	photograph
prophecy	telephone	pantograph
metaphor	pharmacist	hemisphere
pharmacy	atmosphere	phonograph

LESSON 252.

ămătëndet etc.

Instruction.—In the final syllables of these words, the vowel (*a* or *e*) is short.

maniac	interest	sassafras
epigram	cataract	architect
almanac	dividend	hectogram
anagram	democrat	contraband
telegram	centigram	subtrahend
minuend	monogram	circumspect

LESSON 253.

ěm ěn ěl ět etc.

Instruction.—Same as preceding lesson. In *citizen* and *denizen*, *e* is silent. In *infidel*, *mackerel* and *sentinel*, *e* is short obscure.

oxygen	parallel	omelet
requiem	calomel	epithet
regimen	infidel	epaulet
nitrogen	sentinel	cabinet
hydrogen	mackerel	parapet
stratagem	citizen	bayonet
quadruped	denizen	flageolet

LESSON 254.

ūē ōgūē

Instruction.—The final syllables of these words take a secondary accent. In the termination *ūē*, *e* is silent and *u* long. In the termination *ogue*, mark *e* and *u* silent, *g* hard and *o* short.

avenue	barbecue	dialogue
residue	epilogue	pedagogue
retinue	apologue	synagogue
revenue	catalogue	monologue
parvenue	decatalogue	demagogue

LESSON 255.

DICTATION EXERCISE.

SHORT SELECTIONS FROM WASHINGTON IRVING.

Little minds are tamed and subdued by misfortune, but great minds rise above it.

The very highest classes are always the most

courteous and unassuming. Those who are well assured of their own standing are least apt to trespass on that of others.

Ay, go to the grave of buried love and meditate! . . . If thou art a child, and hast ever added a sorrow to the soul or a furrow to the silvered brow of an affectionate parent, . . . then be sure that every unkind look, every ungracious word, every ungentle action, will come thronging back upon thy memory and knocking dolefully at thy soul; then be sure that thou wilt lie down sorrowing and repentant on the grave, and utter the unheard groan and pour the unavailing tear, more deep, more bitter, because unheard and unavailing.

LESSON 256.

al

Instruction.—In the terminations of these words, *a* is short obscure.

serial	ritual	liberal	hospital
usual	burial	federal	corporal
lineal	trivial	pivotal	interval
cereal	capital	several	personal
casual	arsenal	festival	conjugal
actual	funeral	natural	criminal
ordeal	general	mineral	terminal
animal	gradual	prodigal	principal
manual	decimal	numeral	punctual

LESSON 257.

ieal

Instruction.—Review **Instruction**, Lesson 76. In the terminations of these words, *a* is short obscure.

NOTE TO TEACHER.—Show pupils that the addition of the suffix *al* to the suffix *ic* does not change the instruction.

logical	optical	critical	biblical
lyrical	ethical	farcical	vertical
topical	conical	clerical	classical
radical	cubical	tragical	practical
typical	comical	surgical	chemical
cynical	tropical	physical	skeptical
magical	musical	mystical	spherical
medical	metrical	mythical	whimsical

LESSON 258.

TEST WORDS.

Instruction.—In *cocoanut*, *a* is silent.

jovial	idiom	scimitar
rarity	myriad	baritone
literal	evening	penniless
feverish	uniform	likelihood
oscillate	populace	frolicsome
ostriches	cocoanut	gentleness
hurricane	renegade	partnership
sermonize	traversing	troublesome
compasses	chloroform	venturesome

TEST WORDS.

anyhow	ratio	pinafore
demijohn	nobody	kerosene
pineapple	anecdote	telescope
copyright	sycamore	patriarch
seaworthy	somebody	commodore
shoemaker	tenderloin	eavesdropper
bookbinder	pawnbroker	thoroughfare
bookkeeper	counterpane	manslaughter

LESSON 260.

HOMONYMS.

assent, agreement; consent.
ascent, a rising; a high place.

bald, without covering.
bawled, did bawl.

ball, a round body.
bawl, to shout; to cry.

bays, inlets; arms of the sea.
baize, a coarse woolen stuff.

beer, a malt liquor.

bier, frame for carrying the dead.

bowl, a vessel.
boll, the pod of a plant.

breech, a part of a gun.
breach, a break or gap.

brute, a beast.
bruit, a rumor; a noise.

burrow, to dig a hole.
borough, a town.

chaste, pure.

chased, did chase.

DICTATION EXERCISE.

The sovereign gave a gracious assent to our request. We made the ascent of the mountain. Malt is used in making beer. A solemn requiem was sung over his bier. The officer has broken the breech of his gun. The water

poured through a breach in the dike. Lessons in gratitude may be learned sometimes from a dumb brute. The bruit thereof will bring you many friends. Will you have a bowl of porridge? What portion of a plant is called the boll? That old gentleman is quite bald. The child bawled, though he was not hurt. His language is chaste and classical. He chased the strange animal for several hours. The coast is indented with many small bays. A curtain of green baize hangs before the cabinet in the museum. The pedagogue sometimes plays ball with his pupils. The rabbits will burrow under the wall and escape. He is one of the prominent citizens of this borough.

LESSON 261.

NOTE TO TEACHER.—Have pupils consult the dictionary for the pronunciation of these words.

adamant	nausea	recipe
attribute	fuchsia	reverie
bronchial	holiday	hygiene
desuetude	obsolete.	mistletoe
restaurant	diamond	sacrilege
complaisant	millionaire	massacre
mischievous	hemorrhage	cassimere

İe

Instruction.—In the suffix *ic* (meaning *pertaining to, like*), *c* is hard and *i* is short. Let the accent mark immediately precede this suffix or the syllable containing it. When this suffix follows a single consonant preceded by any single vowel except *u*, it makes that vowel short and the single consonant joins the preceding vowel.

Italic	terrific	ecstatic	sarcastic
exotic	prolific	didactic	fantastic
heroic	specific	gigantic	synthetic
pacific	ecliptic	cosmetic	scholastic
elastic	eclectic	symbolic	authentic
erratic	narcotic	mechanic	chromatic
mosaic	despotic	spasmodic	pneumatic
prosaic	volcanic	lymphatic	phlegmatic

LESSON 263.

İes (*ic* continued).

Instruction.—The Instruction of the preceding lesson for the suffix *ic* applies to the suffix *ies*, which is used to form the names of certain sciences, systems, etc. *Politics*, *rhetoric* and *arsenic* are accented upon the antepenult.

satiric	athletic	electric	statistics
ascetic	climatic	forensic	acoustics
fanatic	pathetic	republic	dynamics
angelic	majestic	intrinsic	hydraulics
chaotic	pedantic	eccentric	gymnastics
generic	domestic	antarctic	politics
empiric	romantic	emphatic	arsenic
cherubic	magnetic	rheumatic	rhetoric

al

Instruction.—In these words let the accent mark immediately precede the suffix *al* or the syllable containing it.

NOTE TO TEACHER.—Show pupils that after a long vowel a single consonant joins this suffix, as in *coe'val*, except where *e* final is dropped before the suffix, as in *reviv'al*, *dispos'al*, etc.

ideal	denial	eternal
coeval	revisal	diurnal
recital	refusal	infernal
arrival	revival	internal
unequal	perusal	paternal
betrayal	reprisal	fraternal
acquittal	disposal	appraisal
primeval	requital	maternal
portrayal	proposal	nocturnal
cathedral	catarrhal	autumnal

LESSON 265.

iar ior ian ion etc.

Instruction.—Review Instruction, Lesson 116. In the words of this lesson let the accent mark immediately precede *i* (equivalent to consonant *y*), except when it is preceded by a double consonant.

Italian	rebellion	opinion
civilian	battalion	pavilion
peculiar	emollient	postilion
familiar	medallion	dominion
plebeian	companion	vermilion
behavior	punctilious	communion

DICTATION EXERCISE.

SHORT SELECTIONS FROM SHAKESPEARE.

The quality of mercy is not strained;
It droppeth as the gentle rain from heaven
Upon the place beneath.—*Merchant of Venice*.

Lowliness is young ambition's ladder,
Whereto the climber upward turns his face;
But when he once attains the upmost round,
He then unto the ladder turns his back,
Looks in the clouds, scorning the base degrees
By which he did ascend.—*Julius Cæsar*.

He that filches from me my good name,
Robs me of that which not enriches him,
And makes me poor indeed.—*Othello*.

Her voice was ever soft,
Gentle and low—an excellent thing in woman.—*King Lear*.

There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries.—*Julius Cæsar*.

The man that hath no music in himself,
Nor is not moved with concord of sweet sounds,
Is fit for treasons, stratagems and spoils . . .
Let no such man be trusted.—*Merchant of Venice*.

The friends thou hast and their adoption tried,
Grapple them to thy soul with hooks of steel.—*Hamlet*.

LESSON 267.

ô õs ões

Instruction.—Review Instruction, Lesson 31, and Instruction (2), Lesson 193. In the words of this lesson let the accent fall upon the penult. In *soprano*, *a* is Italian. In *merino* and *mosquito*, *i* is equivalent to *e* long.

NOTE TO TEACHER.—For these plurals, review Instruction, Lesson 124.

flasco	embargo	tomato	albino
virago	stiletto	tomatoes	albinos
octavo	morocco	torpedo	memento
bravado	soprano	torpedoes	mementos
sirocco	sopranos	volcano	mulatto
allegro	piano	volcanoes	mulattoes
proviso	pianos	tornado	mosquito
tobacco	potato	tornadoes	mosquitoes
palmetto	potatoes	fandango	merino

LESSON 268.

Instruction.—Same as Lesson 267. In *banana*, *a* in the accented syllable is Italian.

idea	iota	piazza	gorilla
tiara	saliva	flotilla	corolla
arena	aurora	cedilla	vanilla
hyena	corona	regatta	enigma
armada	pagoda	veranda	guerrilla
sultana	duenna	dilemma	rotunda
chimera	diploma	umbrella	banana

HOMONYMS.

cauf, chest for fish.
cough, of the throat or lungs.
cede, to grant; to yield.
seed, what is sown; that which produces life.
champaign, a flat, open country.
champagne, a wine.
cheep, to chirp.
cheap, not costly.
cruel, not kind.
crewel, yarn.

doe, a female deer.
dough, unbaked paste.
need, to want; to require.
knead, to work dough.
sealing, fastening with a seal.
ceiling, of a room.
seer, a prophet.
sear, dry; withered.
so, in like manner; very.
sow, to scatter; to plant.
sew, to use needle and thread.

DICTATION EXERCISE.

"A wide, champaign country filled with herds."
 Champagne is an expensive beverage. How the
 little birds cheep in their nest over the veranda!
 That medallion is very cheap. "The people must
 cede to the government some of their natural
 rights." "In the morning sow thy seed."—*Bible*.
 Children should be taught to sew. He is so
 punctilious. The seer prophesies. The autumn
 leaves are brown and sear. Fish are kept in a
 cauf. She has a severe cough. The captain's
 cruel behavior forced the men into rebellion.
 The ball of crewel has rolled under the piazza.
 The doe flees at the approach of man. Have
 the cook knead the dough. I need a new um-
 brella. He is sealing his letters. They are deco-
 rating the ceiling of the library.

LESSON 270.

ěd

Instruction.—The syllable which is accented in the stem of a word is accented in its inflected forms. In the words of this lesson, let the accent mark precede the suffix *ed* or the syllable containing it.

elected	effected	uplifted	collected
excited	dejected	afflicted	corrupted
exalted	defeated	objected	consented
invited	accepted	offended	connected
exacted	expected	included	concluded
avoided	defended	indebted	conducted
awaited	conceded	provided	completed
adopted	deducted	attracted	committed
devoted	extended	imparted	commanded

LESSON 271.

ěd (continued).

Instruction.—Same as preceding lesson.

corrected	recepted	succeeded
discarded	respected	translated
delighted	protected	untwisted
disgusted	proceeded	instructed
entreated	pretended	befriended
defrauded	persuaded	acquainted
descended	permitted	mistrusted
exhausted	imprinted	surrounded
enchanted	submitted	transported

ing

Instruction.—Same as Lesson 270.

abasing	evading	abiding
electing	arriving	amusing
amazing	awaking	affirming
acceding	avoiding	adjoining
believing	admiring	becoming
despising	behaving	ascending
arranging	beguiling	bereaving
explaining	deceiving	exhorting
amounting	concerning	comparing
complaining	comprising	abounding

LESSON 273.**ing (continued).**

effacing	advising	erasing
alleging	receiving	indicting
availing	alighting	offending
obliging	appalling	accenting
agreeing	exploring	confusing
allowing	preceding	absenting
adorning	preparing	provoking
rebuking	abhorring	rewarding
implying	beginning	improving
avenging	perfuming	employing

LESSON 274.

ing (continued).

exciting	ensuing	capsizing
exacting	obeying	caressing
opposing	denying	foreseeing
pursuing	sufficing	surveying
rebuking	inquiring	mistaking
enduring	occurring	engraving
forgiving	procuring	persuading
subduing	reproving	attempting
assigning	indulging	announcing
embalming	combining	commencing

LESSON 275.

ing (continued).

attracting	collecting	reviewing
preferring	receipting	perceiving
discussing	disguising	concealing
forbearing	despairing	proceeding
discerning	oppressing	exclaiming
suggesting	preserving	upbraiding
discoursing	distressing	misspelling
transacting	instructing	exchanging
condemning	withdrawing	transferring
pronouncing	transgressing	withholding

HOMONYMS.

canon, *a rule or law*
cannon, *a great gun.*

cask, *a barrel.*
casque, *a helmet.*

clime, *region; climate.*
climb, *ascend; to mount.*

cord, *a small rope.*
chord, *a combination of musical tones.*

cousin, *a relation.*
cozen, *to deceive; to trick.*

cygnet, *a young swan.*
signet, *a seal.*

Dane, *a native of Denmark.*
deign, *to stoop; to condescend.*

dun, *a color; to demand payment.*
done, *finished; performed.*

fane, *a temple.*
fain, *gladly.*
feign, *to pretend.*

fort, *a fortified place.*
forte, *that in which one excels.*

DICTATION EXERCISE.

That Dane is rapidly becoming familiar with the English language. She did not deign to reply to the provoking remark. The merchant was forced to dun him for the debt.

“Think that day lost whose low descending sun
Views from thy hand no noble action done.”

Is your cousin preparing for college? “Goring loved no man so well but that he would cozen him.”—*Clarendon*. The ugly cygnet becomes the beautiful swan. The bill has received the king's signet. Please send me a cask of vinegar. The knight removed his heavy casque. The enemy captured the fort. His forte is mechanics.

A church is sometimes called a fane. “Fain would I climb but that I fear to fall.” Do not feign what you do not feel. “Father of all! in

every clime adored."—*Pope*. Hear the roar of the cannon! The Scriptures are called the Sacred Canon. Please tie this with a strong cord.

I struck one chord of music,
Like the sound of a great Amen.—*A. A. Procter*.

LESSON 277.

er

Instruction.—In the words of this lesson let the accent mark precede the suffix or the syllable containing it.

another	traducer	receiver
asunder	decipher	believer
avenger	sequester	reporter
offender	destroyer	deceiver
defender	surrender	producer
pretender	remember	reviewer

LESSON 278.

er (continued).

deserter	apprizer	deliver.
composer	propeller	designer
reminder	besieger	decanter
corrupter	defaulter	importer
employer	appraiser	redeemer
maneuver	performer	beleaguer
remainder	blasphemer	encounter

LESSON 279.

153

or

Instruction.—Same as Lesson 277.

creator	divisor	equator
assessor	discolor	survivor
narrator	director	surveyor
successor	dishonor	protector
aggressor	professor	purveyor
consignor	possessor	demeanor
translator	inspector	conductor
instructor	confessor	contractor
transgressor	oppressor	tormentor

LESSON 280.

ly

Instruction.—Same as Lesson 277.

acutely	unduly	serenely
politely	divinely	insanely
intently	entirely	precisely
unjustly	intensely	concisely
abruptly	minutely	remotely
correctly	extremely	obliquely
devoutly	supremely	profusely
unkindly	completely	obscurely
corruptly	profoundly	immensely

LESSON 281.**ance****Instruction.**—Same as Lesson 277.

affiance	assistance	abeyance
alliance	endurance	obeisance
reliance	acceptance	assurance
appliance	observance	insurance
resistance	admittance	allowance
appearance	repugnance	annoyance
compliance	disturbance	accordance
importance	resemblance	remittance
acquittance	acquaintance	forbearance
contrivance	remembrance	conveyance
concordance	remonstrance	performance

LESSON 282.**ant ants****Instruction.**—Same as Lesson 277.

resistant	exultant	reliant
pursuant	reluctant	defiant
incessant	observant	compliant
abundant	ascendant	aspirants
repentant	indignant	assailants
expectant	benignant	assistants
important	malignant	attendants
discordant	repugnant	defendants
unpleasant	redundant	lieutenants
triumphant	inconstant	accountants
complainant	remonstrant	descendants

DICTATION EXERCISE.

SHORT SELECTIONS FROM LORD BACON.

In taking revenge a man is but even with his enemy, but in passing it over he is superior.

Reading maketh a full man; conference a ready man, and writing an exact man.

Speech of a man's self ought to be seldom and well chosen. There is but one case wherein a man may commend himself with good grace, and that is in commending virtue in another.

Power to do good is the true and lawful end of aspiring; for good thoughts, though God accept them, yet towards men are little better than good dreams, except they be put in act.

The desire of power in excess caused angels to fall; the desire of knowledge in excess caused man to fall; but in charity there is no excess: neither can angel nor man come into danger by it.

There is no man that imparteth his joys to his friend but he joyeth the more; and no man that imparteth his griefs to his friend but he grieveth the less.

No man in effect doth accompany with others but he learneth, ere he is aware, some gesture, voice or fashion.

LESSON 284.**ment**

Instruction.—Same as Lesson 277.

NOTE TO TEACHER.—Review Note to Teacher, Lesson 223.

elopement	agreement	enjoyment
apartment	allurement	assessment
atonement	investment	assortment
retirement	department	adjustment
refinement	inducement	amazement
excitement	refreshment	assignment
resentment	requirement	amusement
attachment	consignment	installment
endowment	enchantment	deportment
detachment	improvement	confinement
appointment	commencement	bereavement

LESSON 285.**ent ents**

Instruction.—Same as Lesson 277.

adjacent	inherent	resolvent
indecent	apparent	insolvent
recumbent	recurrent	adherents
imprudent	indulgent	opponents
incumbent	astrigent	exponents
complacent	contingent	insurgents
despondent	concurrent	dependents
translucent	component	delinquents
resplendent	transcendent	respondents

HOMONYMS.

fawn , young deer; to hang upon.	gauge , a plum tree.
faun , a woodland deity.	gauge , to measure.
floe , a mass of floating ice.	gild , to cover with gold.
flow , to run as water.	guild , a society.
flue , passage for smoke; chimney.	greaves , armor for the legs.
flew , did fly.	grieves , sorrows.
franc , a French coin.	groan , a moaning sound.
frank , open; candid.	grown , advanced in growth.
freeze , to congeal with cold.	herd , a drove.
frieze , a coarse woolen cloth; part of a building.	heard , did hear.

DICTATION EXERCISE.

Shall we freeze the cream? This frieze adds very much to the appearance of the room. I have an Irish frieze overcoat. A tiny swallow flew into the room. The chimney flue is choked with soot. The faun was usually represented as half goat and half man. The fawn is a very gentle and graceful animal. Immense floes are seen in the Arctic regions. Some rivers flow very rapidly. The franc is worth about nineteen cents. His manner was frank and complaisant. This is a green gauge tree. The standard gauge of railroads is four feet eight and one-half inches. Greaves were worn by soldiers in ancient battles. An unruly child grieves its parents. He uttered a loud groan. She has grown very rapidly. Shall we gild the

frame of this picture? The guild meets once a month. The herd of cattle graze beside the river. I heard a familiar voice.

LESSON 287.

ençə

Instruction.—Same as Lesson 277.

condolence	existence	recurrence
precedence	coherence	occurrence
indulgence	refulgence	abhorrence
dependence	emergence	imprudence
contingence	subsistence	concurrence

LESSON 288.

âgə

Instruction.—Same as Lesson 277.

advantage	encourage	disparage
appendage	discourage	percentage

ātə—verb âtə—noun or adj.

Instruction.—Review Instruction, Lesson 219. In *demonstrate*, the accent falls upon the antepenult; also, in *consummate*, when used as a verb.

defalcate	apostate	concentrate
inculcate	elongate	promulgate
inundate	intestate	remonstrate
illustrate	appellate	demonstrate
exculpate	acclimate	consummate

Id It

Instruction.—In the words of this lesson, let the accent mark precede the termination, or the syllable containing it.

insipid	deposit	elicit
exhibit	dispirit	illicit
explicit	inhabit	solicit
demerit	decrepit	inherit
pellucid	discredit	implicit
intrepid	discomfit	prohibit

LESSON 290.

Il Is Ish Ist

Instruction.—Same as Lesson 289.

utensil	abolish	establish
imperil	astonish	replenish
ellipsis	demolish	refurnish
synopsis	diminish	relinquish
pianist	admonish	extinguish
machinist	accomplish	distinguish

LESSON 291.

DICTATION EXERCISE.

SHORT SELECTIONS FROM WILLIAM CULLEN BRYANT.

To him who in the love of Nature holds
 Communion with her visible forms, she speaks
 A various language; for his gayer hours
 She has a voice of gladness and a smile
 And eloquence of beauty, and she glides

Into his darker musings with a mild
And healing sympathy that steals away
Their sharpness, ere he is aware.

Truth, crushed to earth, shall rise again;
The eternal years of God are hers;
But Error, wounded, writhes in pain
And dies among his worshippers.

The groves were God's first temples. Ere man learned
To hew the shaft, and lay the architrave,
And spread the roof above them; ere he framed
The lofty vault, to gather and roll back
The sound of anthems; in the darkling wood,
Amidst the cool and silence, he knelt down
And offered to the Mightiest solemn thanks
And supplication.

Sustained and soothed
By an unfaltering trust, approach thy grave,
Like one who wraps the drapery of his couch
About him, and lies down to pleasant dreams.

LESSON 292.

100 100

Instruction.—Same as Lesson 289.

excessive	elusive	abusive
explosive	illusive	exclusive
extensive	defensive	injustice
conducive	expensive	interstice
responsive	successive	apprentice
progressive	possessive	accomplice

LESSON 293.

159

ive ile ine ite

Instruction.—Same as Lesson 289.

defective	deceptive	imagine
objective	subjective	illumine
reflective	preventive	examine
attractive	descriptive	intestine
instinctive	instructive	determine
perspective	projectile	predestine
prospective	composite	clandestine

LESSON 294.

ful

Instruction.—In these words let the accent mark immediately precede the suffix *ful*.

deceitful	respectful	disdainful
successful	revengeful	unfaithful
delightful	remorseful	ungrateful
disgraceful	reproachful	untruthful

ûre sûre

Instruction.—In these words let the accent mark precede the suffix *ure* or the syllable containing it.

NOTE TO TEACHER.—Review Instruction, Lesson 112, for *enclosure*, etc.

departure	enrapture	exposure
procedure	imposture	inclosure
adventure	debenture	enclosure
conjecture	foreclosure	disclosure
admixture	displeasure	composure

LESSON 295.

tion

Instruction.--Review Instruction, Lesson 113. In the terminations of these words, *t* (beginning an unaccented syllable and followed by *i* with another vowel) is equivalent to *sh*. Let the accent mark immediately precede the dotted consonant.

affection	rejection	election
attention	affliction	eruption
intention	direction	detention
invention	reflection	conviction
attraction	correction	distinction
abstraction	perfection	convention
protraction	protection	conjunction
subtraction	connection	construction

LESSON 296.

HOMONYMS.

gall, *bile; to chafe.*
Gaul, *ancient name of France.*

heel, *part of the foot.*
heal, *to cure.*

high, *elevated.*
hie, *hasten.*

horde, *a clan; a tribe.*
hoard, *a secret store.*

hue, *color; tint.*
hew, *to cut with an ax.*

invade, *to enter by force.*
inveighed, *railed against.*

lax, *loose.*
lacks, *needs; is in want of.*

lean, *to incline for support; wanting in flesh.*

lien, *a legal claim.*

lee, *a sheltered place.*
lea, *a pasture or meadow.*

leek, *a species of onion.*
leak, *a hole or crevice.*

DICTATION EXERCISE.

Gall is very bitter. That rough yoke will gall the neck of the ox. France was once called Gaul. He turned on his heel. The wound is now

in a condition to heal. Hie to your homes! "O high ambition, lowly laid!" The horde of robbers tried to invade the village. The miser inveighed against the men who disturbed his hoard. Do not lean against the glass. All your cattle are very lean. I have a lien upon the building.

The lowing herd winds slowly o'er the lea.—*Gray*.

We sought shelter under the lee of the island. Observe the exquisite hue of that rose.

And many strokes, though with a little axe,

Hew down and fell the hardest timbered oak.—*Shakespeare*.

The leek has a strong and unpleasant odor. It was too late to stop the leak in the vessel. She is lax in discipline. He lacks ambition.

LESSON 297.

tion (continued). cion

Instruction.—Review Instruction (2), Lesson 112. Also review Instruction and Note to Teacher, Lesson 115. In *discretion*, *e* is short.

libation	oration	creation
location	taxation	legation
vacation	duration	vocation
inflation	dictation	notation
negation	salvation	secretion
vibration	sensation	completion
formation	narration	discretion
migration	quotation	coercion
stagnation	translation	suspicion

LESSON 298.

tion (continued).

tuition	fruition	solution
edition	emotion	tradition
petition	partition	assertion
addition	perdition	digestion
ambition	prediction	precaution
irruption	proportion	commotion
condition	suggestion	preëmption
description	instruction	resumption
subscription	prescription	proscription

LESSON 299.

sion

Instruction.—Review Instruction (1) and (3), Lesson 112. In the terminations of these words, *s* (preceded by a consonant and beginning an unaccented syllable and followed by *i* with another vowel) is equivalent to *sh*. Let the accent mark immediately precede the dotted consonant.

ascension	omission	profession
excursion	remission	discussion
extension	possession	succession
expulsion	procession	declension
admission	confession	dimension
expansion	concession	depression
expression	oppression	dismission
immersion	concussion	pretension
impression	conversion	convulsion
compassion	permission	submission
compulsion	suspension	suppression
commission	transmission	transgression

sion

Instruction.—In the terminations of these words, *s* (preceded by a vowel and beginning an unaccented syllable and followed by *i* with another vowel) is equivalent to *zh*. Let the accent mark immediately precede the dotted consonant. Review Instruction (2), Lesson 112. In *rescission*, *s* in the termination, though preceded by a consonant, is equivalent to *zh*.

NOTE TO TEACHER.—Show pupils that Instruction (2), Lesson 112, for marking a vowel long before a dotted consonant, gives way to the rule, Manual, page 128, that a preceding *r* makes *u* (long) equivalent to *oo* long.

evasion	erosion	effusion
illusion	division	incision
allusion	infusion	decision
occasion	adhesion	excision
collision	suffusion	delusion
abrasion	inclusion	diffusion
invasion	corrosion	precision
cohesion	intrusion	provision
collusion	explosion	profusion
exclusion	obtrusion	confusion
conclusion	protrusion	rescission

LESSON 301.

DICTATION EXERCISE.

SHORT SELECTIONS FROM JOSEPH ADDISON.

There are many more shining qualities in the mind of man, but there is none so useful as discretion; it is this, indeed, which gives a value to all the rest, which sets them at work in their proper times and places and turns them to

the advantage of the person who is possessed of them.

The figure is in the stone; the sculptor only finds it. What the sculptor is to a block of marble, education is to a human soul.

I would have every one consider that he is in this life nothing more than a passenger, and that he is not to set up his rest here, but to keep an attentive eye upon that state of being to which he approaches every moment, and which will be forever fixed and permanent.

LESSON 302.

aciousacious

Instruction.—In the terminations of these words, *c* (beginning an unaccented syllable and followed by *i* or *e* with another vowel) is equivalent to *sh*. Let the accent mark immediately precede the dotted consonant. Review Instruction (2), Lesson 112.

fallacious	delicious	officious
capacious	judicious	ferocious
veracious	sagacious	atrocious
voracious	rapacious	malicious
tenacious	vivacious	suspicious
audacious	capricious	precocious
ungracious	auspicious	pernicious
pugnacious	loquacious	herbaceous
unconscious	mendacious	crustaceous

cian cient cial tial etc.

Instruction.—Review Instruction, Lessons 113 and 302. In these words let the accent mark immediately precede the dotted consonant. In *especial*, *e* preceding the dotted consonant is short.

logician	efficient	initial
optician	deficient	essential
patrician	official	potential
magician	judicial	impartial
musician	especial	credential
physician	financial	prudential
sufficient	provincial	licentious
proficient	commercial	infectious
omniscient	substantial	vexatious

LESSON 304.

TEST WORDS.

Instruction.—In these words the accent falls upon the penult.

apparel	militia	elysian
assassin	already	enamel
fictitious	disciple	religion
eleventh	celestial	impanel
interpret	diffusive	example
resources	embezzle	molasses
accustom	impostor	arcenum
forgotten	almighty	assembly
factitious	embarrass	forbidden
defenseless	to-morrow	ingenious
courageous	outrageous	ambrosial
stupendous	umbrageous	committee

ēē

Instruction.—A syllable containing the digraph *ee* is generally accented. In the last three words of this lesson the primary accent falls upon the antepenult, the syllable containing *ee* taking only a secondary accent. In *matinee*, mark the final *e* silent and the preceding vowel (*e*) equivalent to *a* long.

pioneer	disagree	referee
overseer	fricassee	legatee
engineer	repartee	refugee
gazetteer	assignee	devotee
privateer	patentee	nominee
mutineer	absentee	matinee
domineer	consignee	jubilee
volunteer	guarantee	fligree
auctioneer	mortgagee	pedigree

LESSON 306.

Instruction.—In the words of this lesson the accent falls upon the last syllable, except in *subtrahend*, which is accented upon the antepenult. In the words ending in *ine* and *ier*, mark *e* silent and *i* equivalent to *e* long in these terminations. In *chandelier*, *ch* equals *sh*.

serenade	underrate	cavalier
cavalcade	intervene	financier
lemonade	supervene	gondolier
barricade	magazine	chandelier
ambuscade	bombazine	reprehend
masquerade	tambourine	apprehend
undertake	brigadier	comprehend
condescend	grenadier	subtrahend

Instruction.—In these words the accent falls upon the last syllable. In *amateur*, *u* is silent and *e* tilde.

amateur	coincide	violin
cigarette	kangaroo	interfere
acquiesce	confidant	ascertain
supervise	persevere	intercede
advertise	overcame	entertain
supersede	afternoon	disengage
misbehave	opportune	disarrange
picturesque	recommend	interchange

POLYSYLLABLES.

LESSON 308.

ěd

Instruction.—The syllable which is accented in the stem of a word is accented in its inflected forms. In these words the accent falls upon the first syllable.

radiated	estimated	iterated
deviated	mitigated	operated
expiated	instigated	imitated
obviated	cultivated	hesitated
indicated	fumigated	fascinated
dedicated	ventilated	celebrated
extricated	vindicated	perpetrated

LESSON 309.**ěd** (continued).**Instruction.**—Same as Lesson 308.

separated	violated	tolerated
arbitrated	executed	saturated
instituted	advocated	calculated
emigrated	persecuted	graduated
manifested	prosecuted	speculated
constituted	penetrated	devastated
substituted	consecrated	terminated

LESSON 310.**ing****Instruction.**—Same as Lesson 308.

criticising	colonizing	realizing
exercising	separating	analyzing
exorcising	recognizing	paralyzing
advertising	patronizing	magnetizing
enterprising	scrutinizing	sympathizing

LESSON 311.**ing** (continued).**Instruction.**—Same as Lesson 308.

operating	tolerating	liberating
celebrating	saturating	ridiculing
desecrating	regulating	fascinating
penetrating	arbitrating	reconciling
consecrating	speculating	confiscating

HOMONYMS.

lock, *a fastening.***loch**, *a lake.***lone**, *single; solitary.***loan**, *to lend; that which is lent.***links**, *of a chain.***lynx**, *an animal.***mane**, *long hair on an animal's neck.***main**, *chief; principal.***marshal**, *an officer; to arrange.***martial**, *military; warlike.***mean**, *base; to intend.***mien**, *bearing; appearance.***meed**, *reward.***mead**, *meadow.***maze**, *a confusing network of passages.***maize**, *Indian corn.***nave**, *part of a church.***knave**, *a rascal.***nay**, *no.***neigh**, *the cry of a horse.*

DICTATION EXERCISE.

He is a lone and wretched old man. The loan was granted on condition of speedy payment. Please turn the key in the lock. In Scotland a lake is called a loch. A chain is composed of links. The lynx is said to resemble the cat in some respects. The lion shook his mane and gave a terrific roar. He hesitated to mention the main object of his visit. It is easy to become confused in a maze. Maize is a native of America. He would not stoop to a mean action. I did not mean to hurt your feelings. His mien was that of a cultivated gentleman. "A rosy garland was the victor's meed."—*Spencer*. The golden daisies star the emerald mead. See the brave captain marshal his hosts upon the field! That celebrated general has a martial air. The

middle or body of a church is called the nave. That knave has violated the law. He recognized the neigh of his horse. Nay, do not refuse my request.

LESSON 313.

fȳing

Instruction.—Same as Lesson 308.

edifying	purifying	terrifying
ratifying	glorifying	horrifying
testifying	justifying	qualifying
certifying	nullifying	classifying
gratifying	petrifying	stultifying
mollifying	signifying	mortifying
magnifying	simplifying	beautifying

LESSON 314.

īshīng īnīng ītīng

Instruction.—The syllable which is accented in the stem of a word is accented in its inflected forms. In these words the accent falls upon the antepenult.

abolishing	examining	inheriting
astonishing	determining	depositing
establishing	relinquishing	exhibiting
diminishing	extinguishing	dispiriting
replenishing	accomplishing	inspiring
admonishing	distinguishing	prohibiting

LESSON 315.

171

Înter întrô ôver

Instruction.—In these words the accent falls upon the penult.

interceded	interlacing	introducing
interjected	interfering	intermitting
intersected	interlining	interspersing
interdicted	interposing	overrated
intercepted	intervening	overstated
interrupted	interlocking	overseeing

LESSON 316.

ûnder sûper eontra çireûm

Instruction.—Same as Lesson 315.

underrated	underlying	contradicted
undergoing	underscoring	contravening
undertaking	superseded	circumvested
undermining	superadded	circumvented
underbidding	supervising	circumvolving
understanding	superscribing	circumscribing

LESSON 317.

âblę

Instruction.—In these words the accent falls upon the first syllable

amiable	navigable	tolerable
variable	applicable	miserable
valuable	refragable	vulnerable
revocable	admirable	memorable
despicable	practicable	comparable

LESSON 318.**able** (continued).

Instruction.—Review Rule and Exception, Lesson 15. In these words the accent falls upon the first syllable.

irritable	profitable	veritable
favorable	preferable	equitable
reputable	hospitable	noticeable
venerable	disputable	reasonable
creditable	censurable	serviceable
honorable	lamentable	damageable
perishable	answerable	manageable
formidable	comfortable	marriageable

LESSON 319.**able** (continued).

Instruction.—In these words the accent falls upon the antepenult. Review Rule and Exception, Lesson 15.

reliable	inferable	incurable
desirable	advisable	agreeable
devisable	allowable	unlovable
debatable	endurable	assignable
receivable	disposable	impassable
supposable	attainable	appraisable
contestable	controllable	commendable
presentable	transferable	unchangeable
conceivable	transportable	pronounceable

able (continued).

Instruction.—In these words the accent falls upon the antepenult

ineffable	deplorable	detestable
incapable	obtainable	acceptable
implacable	intractable	unsuitable
impalpable	immutable	respectable
immovable	remarkable	accountable
improbable	impregnable	surmountable

LESSON 321.

DICTATION EXERCISE.

SHORT SELECTIONS FROM WILLIAM WORDSWORTH.

The primal duties shine aloft, like stars;
The charities that soothe, and heal, and bless,
Are scattered at the feet of man, like flowers.

She was a phantom of delight
When first she gleamed upon my sight. . . .
A creature not too bright or good
For human nature's daily food. . . .
A perfect woman nobly planned,
To warn, to comfort and command.

But how can he expect that others should
Build for him, sow for him, and, at his call,
Love him, who for himself will take no heed at all?

Small service is true service while it lasts.

Of humblest friends, bright creature, scorn not one.
The daisy, by the shadow that it casts,
Protects the lingering dew-drop from the sun.

LESSON 322.**ible**

Instruction.—In these words the accent falls upon the antepenult.

invisible	inflexible	illegible
indelible	reversible	infallible
accessible	invincible	invertible
insensible	repressible	collectible
impossible	responsible	defensible
impressible	combustible	intangible

LESSON 323.**ible** (continued).

irascible	reducible	digestible
divisible	inducible	perceptible
reflexible	ostensible	compatible
deducible	admissible	convertible
expressible	conducible	destructible
permissible	compressible	contemptible

LESSON 324.**ical**

Instruction.—Review Instruction, Lesson 262. Let the accent mark immediately precede *ic* or the syllable containing it.

NOTE TO TEACHER.—Show pupils that the addition of the suffix *al* to the suffix *ic* does not change the instruction.

fanatical	poetical	heretical
botanical	political	symbolical
theatrical	inimical	hermetical
tyrannical	elliptical	mechanical
grammatical	identical	symmetrical

leal (continued).

Instruction.—In *chimerical* and *monarchical*, *h* is silent and the preceding *c* hard.

mosaical	ironical	satirical
prosaical	rhetorical	historical
electrical	statistical	numerical
majestical	chimerical	synoptical
hysterical	cylindrical	nonsensical
synthetical	methodical	monarchical

LESSON 326.

HOMONYMS.

no, *nay*; *not any*.
know, *to understand*.

not, *a negation*.
knot, *a tie*.

nun, *a female recluse*.
none, *not any*.

oh, *an exclamation*.
owe, *to be indebted to*.

ore, *the native form of a metal*.
oar, *for rowing a boat*.
o'er, *over*.

pale, *white*; *colorless*.
pail, *a bucket*.

peak, *a point*; *the top*.
pique, *a feeling of resentment*.

peel, *to strip off the rind*.
peal, *a loud sound*.

peer, *an equal*; *a nobleman*.
pier, *stone work for support*.

plate, *a flat dish*.
plait, *to fold together*; *to braid*.

DICTATION EXERCISE.

It often takes a genuine hero to say no.

The music in my heart I bore

Long after it was heard no more.—*Wordsworth*.

“Ye know not what shall be on the morrow.”

—*Bible*. Can you untie this knot? The home of a nun is called a convent. “None think the

great unhappy but the great.”—*Young*. “Oh, that the desert were my dwelling place.”—*Byron*. “Owe no man anything, but to love one another.”—*Bible*. The miner has discovered a rich vein of ore. It was impossible to make rapid progress with a broken oar. Silence broods o’er the earth. She turned pale at the unexpected news. He filled the pail with cool, refreshing water. The servant has broken a valuable plate. Will you plait the child’s hair? Do you wish me to peel this orange? The loud peal of a bell interrupted our slumbers. The peak of the mountain is scarcely perceptible on account of the thick clouds. Do not yield to a feeling of pique. “In song he never had his peer.”—*Dryden*. The bridge rested upon a solid stone pier.

LESSON 327.

ēal ĭal.

Instruction.—In these words the accent falls upon the antepenult except in *hymeneal*, which is accented upon the penult.

NOTE TO TEACHER.—See Note to Teacher, Lesson 164.

ethereal	aërial	triennial
funereal	alluvial	tonsonial
corporeal	biennial	colloquial
empyrean	convivial	terrestrial
imperial	adverbial	centennial
pictorial	perennial	millennial
memorial	proverbial	hymeneal

ûal al

Instruction.—In these words the accent falls upon the antepenult, except in *horizontal* and *universal*, which are accented upon the penult.

unusual	diagonal	eventual
effectual	episcopal	continual
habitual	collateral	reciprocal
perpetual	equivocal	municipal
unnatural	centripetal	universal
hexagonal	centrifugal	horizontal

LESSON 329.

or

Instruction.—In these words the accent falls upon the first syllable. The penult takes a secondary accent, which makes the vowel in that syllable long instead of long obscure.

violator	agitator	imitator
radiator	alligator	educator
elevator	liberator	gladiator
operator	peculator	mediator
indicator	legislator	instigator
regulator	navigator	speculator
lubricator	ventilator	stimulator
persecutor	moderator	propagator
prosecutor	numerator	commutator

LESSON 330.**OR** (continued).

Instruction.—In the words of the first three columns, the accent falls upon the antepenult. In the words of the last column, it falls upon the penult. Review Instruction (1), Lesson 39.

inferior	posterior	proprietor	coadjutor
interior	executor	progenitor	supervisor
exterior	depositor	competitor	malefactor
superior	inquisitor	compositor	intercessor
anterior	ambassador	contributor	predecessor

LESSON 331.**ity** **ety**

Instruction.—Review Instruction and Note to Teacher, Lesson 204.

felicity	ferocity	atrocitiy	society
velocity	rusticity	capacity	impiety
sagacity	duplicity	voracity	satiety
vivacity	simplicity	sobriety	variety
veracity	mendacity	propriety	anxiety

LESSON 332.**ity** (continued).

frivolity	celebrity	servility	tenuity
majority	posterity	plurality	eternity
intensity	minority	vulgarity	necessity
enormity	deformity	indemnity	maturity
absurdity	propensity	commodity	obscurity

LESSON 333.

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ity (continued).

Instruction.—Same as Lesson 331.

vacuity	inanity	annuity
alacrity	iniquity	servility
hilarity	insanity	calamity
security	audacity	brutality
futurity	urbanity	infirmity
gratuity	diversity	mortality
diversity	adversity	sublimity
integrity	antiquity	pugnacity
credulity	humanity	community

LESSON 334.

ity (continued)

Instruction.—Same as Lesson 331.

facility	utility	locality
civility	ability	celerity
affinity	fidelity	vicinity
debility	fertility	divinity
nobility	gentility	nativity
festivity	integrity	temerity
hostility	extremity	stupidity
captivity	tranquillity	dexterity
humility	monstrosity	fraternity

DICTATION EXERCISE.

SHORT SELECTIONS FROM THOMAS CARLYLE.

The block of granite which was an obstacle in the pathway of the weak becomes a stepping-stone in the pathway of the great.

“Do the duty which lies nearest thee,” which thou knowest to be a duty! Thy second duty will already have become clearer.

Conviction, were it never so excellent, is worthless till it convert itself into conduct.

Knowest thou the meaning of this day? What thou canst do to-day, wisely attempt to do.

Not one false man but does unaccountable evil.

A lie should be trampled on and extinguished wherever found. I am for fumigating the atmosphere when I suspect that falsehood, like pestilence, breathes around me.

Reform, like charity, must begin at home. Once well at home, how will it radiate outwards, irrepressible, into all that we touch and handle, speak and work.

In the poorest cottage are books—is one Book, wherein for several thousands of years the spirit of man has found light and nourishment and an interpreting response to whatever is deepest in him.

ârÿ

Instruction.—In these words the accent falls upon the first syllable. Review Instruction (1), Lesson 39. In these words, *a* in the penult is long obscure, as that syllable takes a secondary accent.

literary	salutary	military
culinary	capillary	secretary
statuary	honorary	arbitrary
ordinary	tributary	seminary
adversary	sedentary	monetary
customary	secondary	voluntary
pulmonary	sanctuary	temporary
momentary	dromedary	exemplary
commentary	sanguinary	commissary

LESSON 337.

ârÿ öřÿ öřÿ

Instruction.—Same as Lesson 336. Review Exception, Lesson 39. In these words, mark *e* short in the termination *ery*, as a secondary accent falls upon the penult.

solitary	oratory	allegory
planetary	dilatory	nugatory
stationary	amatory	monitory
mercenary	repertory	transitory
cemetery	desultory	migratory
millinery	vibratory	dormitory
stationery	predatory	promissory
monastery	purgatory	peremptory
presbytery	inventory	promontory

LESSON 338.

arŷ ōrŷ erŷ

Instruction.—In these words the accent falls upon the antepenult.
Review Exception, Lesson 39. In *chicanery*, *ch* is equivalent to *sh*.

infirmary	elusory	delivery
dispensary	illusory	artillery
advisory	delusory	discovery
refectory	refractory	perfumery
directory	compulsory	machinery
consistory	recovery	refinery
precursory	effrontery	chicanery

LESSON 339.

HOMONYMS.

pause, *a stop.*

paws, *of an animal.*

please, *to give pleasure; an expression of entreaty.*

pleas, *petitions; excuses.*

plum, *a fruit.*

plumb, *perpendicular.*

pole, *a long stick.*

poll, *to record votes.*

pore, *of the skin; to study intently.*

pour, *to empty a liquid.*

quire, *twenty-four sheets of paper*
 choir, *a body of singers.*

raze, *to demolish.*

rays, *of light.*

raise, *to lift.*

reed, *a hollow stalk; a plant.*

'read, *to peruse.*

reeks, *steams; smokes.*

wreaks, *inflicts.*

rice, *a kind of grain.*

rise, *a rising or increase.*

DICTATION EXERCISE.

He who strives to please all will please none.
 Please study your lessons with care. Only his
 earnest pleas averted the disaster. The deserted
 sailors set up a signal pole on the promontory.
 Both parties will poll a large vote to-day. A

pore is a minute orifice in the skin. He loved to pore over ancient books. Will you pour the water? The jar of plum preserves is on the table. Be particular to build the wall plumb. I pause for a reply. The paws of the cat family are provided with sharp claws. The secretary wishes a quire of paper. The choir sang after the organist had played a voluntary. To raise a building-is to set up its frame; to raze it is to destroy it. The rays of the sun give us both light and heat. "Force yourself to reflect on what you read, paragraph by paragraph."—*Coleridge*. The bamboo is a very useful reed. The laundry reeks with steam. None but a coward wreaks malice on his inferiors. Rice is a most wholesome food. The rise and fall of nations is an instructive study.

LESSON 340.

ōgŷ

Instruction.—Let the accent mark immediately precede the termination *ogy*. In *psychology* and *chronology*, *h* is silent and *c* hard

apology	theology	biology
geology	philology	zoölogy
analogy	pathology	phrenology
doxology	anthology	psychology
astrology	mythology	chronology

LESSON 341.

raphŷ rapher

Instruction.—Let the accent mark immediately precede the termination *raphy* (or *rapher*). In the words of this lesson the accent falls upon the antepenult. In *chirography* and *chirographer*, *h* in the first syllable is silent and *c* hard.

biography	photography	geographer
geography	cosmography	philosopher
topography	phonography	lithographer
typography	biographer	chirographer
chirography	stenographer	apostrophe
orthography	photographer	catastrophe

LESSON 342.

mônŷ açŷ altŷ ençŷ etc.

Instruction.—In these words the accent falls upon the first syllable. In *circumspectly* and *apoplexy*, *e* is short. In *orthodoxy*, *o* in the penult is short.

alimony	idiocy	casualty
acrimony	efficacy	exigency
ceremony	delicacy	apoplexy
antimony	accuracy	orthoëpy
testimony	intricacy	ignominy
patrimony	intimacy	admiralty
parsimony	obstinacy	orthodoxy
matrimony	profligacy	excellency
sanctimony	vehemently	presidency
controversy	circumspectly	competency

LESSON 343.

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ômÿ âçÿ *etc.*

Instruction.—In these words the accent falls upon the antepenult.

anatomy	apostasy	soliloquy
economy	theocracy	monopoly
autonomy	diplomacy	mahogany
monotony	conspiracy	microscopy
astronomy	democracy	misanthropy
metonymy	supremacy	philanthropy

LESSON 344.

ençÿ ançÿ âthÿ *etc.*

Instruction.—In these words the accent falls upon the antepenult. In *academy* and *geometry*, *e* is long obscure.

deficiency	ascendency	allopathy
indecenty	consistency	antipathy
insolvency	contingency	hydropathy
emergency	complacency	idolatry
inclemency	discrepancy	academy
incumbency	inconstancy	geometry

LESSON 345.

mêter ûlar içer *etc.*

Instruction.—In these words the accent falls upon the antepenult

diameter	oracular	astrologer
barometer	irregular	dissimilar
cyclometer	unpopular	administer
chronometer	triangular	interpreter
thermometer	vernacular	adventurer
particular	artificer	parishioner

LESSON 346.

āte—verb *āte*—noun or adj.

Instruction.—The antepenult generally takes the accent in words of more than two syllables ending in *ate*, except when this suffix is preceded by two or more consonants. In the words of this lesson let the accent fall upon the antepenult. Review Instruction, Lesson 219.

retaliate	elucidate	felicitate
eradicate	indelicate	facilitate
inebriate	intoxicate	elaborate
conciliate	invalidate	decapitate
evaporate	consolidate	legitimate
immediate	corroborate	intimidate
inaugurate	interrogate	resuscitate
prevaricate	matriculate	penultimate
calumniate	prognosticate	accommodate

LESSON 347.

āte—verb *āte*—noun or adj. (continued).

Instruction.—Same as Lesson 346. In *variegate*, the accent falls upon the first syllable.

collegiate	recuperate	reiterate
effeminate	regenerate	obliterate
abominate	exasperate	accelerate
humiliate	exaggerate	exonerate
investigate	considerate	enumerate
disseminate	emancipate	degenerate
predominate	reverberate	remunerate
contaminate	subordinate	renumerate
procrastinate	preponderate	variegate

âte—verb *âte*—noun or adj. (continued).

Instruction.—Same as Lesson 346.

ejaculate	inoculate	evacuate
exhilarate	coagulate	infatuate
annihilate	debilitate	insinuate
invigorate	articulate	perpetuate
equivocate	expostulate	unfortunate
reciprocate	congratulate	importunate

LESSON 349.

DICTATION EXERCISE.

SHORT SELECTIONS FROM JAMES RUSSELL LOWELL.

That love for one, from which there doth not spring
Wide love for all, is but a worthless thing.

Be noble! and the nobleness that lies,
In other men, sleeping, but never dead,
Will rise in majesty to meet thine own.

No man is born into the world whose work
Is not born with him; there is always work,
And tools to work withal, for those who will;
And blessed are the horny hands of toil!
The busy world shoves angrily aside
The man who stands with arms akimbo set,
Until occasion tells him what to do;
And he who waits to have his tasks marked out
Shall die and leave his errand unfulfilled.
Our time is one that calls for earnest deeds.

Modest, yet firm as Nature's self; unblamed
Save by the men his nobler temper shamed—
Not honored then or now, because he wooed
The popular voice, but that he still withstood;

Broad-minded, higher-souled, there is but one
Who was all this and ours and all men's—Washington.

LESSON 350.

ātion

Instruction.—Review Instruction (2), Lesson 112. In the terminations of these words, *t* (beginning an unaccented syllable and followed by *i* with another vowel) is equivalent to *sh*. Let the accent mark immediately precede the dotted consonant.

avocation	dedication	litigation
education	defalcation	obligation
invocation	inculcation	population
dislocation	inundation	navigation
application	confiscation	undulation
vindication	emendation	trepidation
provocation	degradation	conjugation
approbation	imprecation	congregation

LESSON 351.

ātion (continued).

isolation	animation	deviation
emulation	estimation	emanation
revelation	exhalation	detonation
mutilation	affirmation	inclination
circulation	defamation	resignation
appellation	reformation	incarnation
modulation	numeration	profanation
explanation	declamation	nomination
constellation	confirmation	consternation

āṭiṇ (continued).

adoration	allegation	affectation
derivation	accusation	adaptation
decoration	emigration	acceptation
occupation	destination	protestation
usurpation	illustration	perspiration
arbitration	immigration	lamentation
perforation	perpetration	conversation
inspiration	concentration	fermentation
corporation	remonstrations	inflammation
incantation	demonstration	compensation

LESSON 353.**āṭiṇ** (continued).

agitation	salutation	elevation
irritation	exultation	exudation
visitation	renovation	divination
hesitation	cultivation	elongation
invitation	annexation	enervation
fascination	amputation	innovation
meditation	exhortation	extirpation
gravitation	aggravation	exculpation
dissertation	importation	promulgation
molestation	conflagration	contemplation

i-ti-on s-i-ti-on

Instruction.—Same as Lesson 350.

abolition	repetition	exposition
intuition	apparition	disposition
erudition	recognition	acquisition
definition	admonition	inquisition
ebullition	superstition	preposition
exhibition	ammunition	proposition
expedition	opposition	disquisition
prohibition	imposition	composition
premonition	supposition	locomotion

LESSON 355.

ti-on si-on

Instruction.—Review Instructions, Lessons 112 and 350.

satisfaction	vivisection	retrospection
recollection	valediction	introspection
jurisdiction	disaffection	intercession
petrification	malediction	retroversion
interjection	interdiction	introversion
intersection	predilection	retrogression
insurrection	resurrection	controversion
putrefaction	interception	condescension
imperfection	introduction	comprehension

ũtion

Instruction.—Same as Lesson 350.

elocution	institution	evolution
execution	prosecution	dissolution
resolution	persecution	retribution
absolution	constitution	diminution
revolution	contribution	substitution

LESSON 357.

HOMONYMS.

rap, a quick blow ; a tap.

wrap, a covering.

rest, repose ; ease.

wrest, to take by force.

rite, a ceremony.

write, to form letters.

right, correct ; not wrong.

wright, a workman.

roe, a female deer ; eggs of a fish.

row, to impel with oars ; a series.

rote, repetition ; from memory.

wrote, did write.

rude, rough ; uncivil.

rued, regretted.

rood, fourth part of an acre.

rye, a grain.

wry, twisted ; crooked.

sale, act of selling.

sail, of a ship.

sheer, clear ; unmixed.

shire, a county.

shear, to clip with shears.

steel, hardened iron.

steal, to take unlawfully.

DICTATION EXERCISE.

The dismal rite was interrupted by the lamentations of the mourners. Did you write this letter? "I would rather be right than be president."—*Clay*. He is a skillful wheelwright. The fleet-footed roe leaps from crag to crag. Will

you row me across the river? He repeated the lesson by rote. Who wrote the constitution of the United States? That is a fine field of rye. He made a wry face. Did you rap at the door? We gave the poor woman a warm wrap. "And on the seventh day thou shalt rest."—*Bible*. I tried to wrest the weapon from his hand. Her manner was rude. He rued the hour when he refused to heed my admonition. The garden covers about a rood of ground. These goods are for sale. Have you a sail for your boat? It is sheer folly to be influenced by superstition. The population of this shire is increasing. He watched the farmers shear the sheep. Steel is used extensively in modern buildings. "Thou shalt not steal."—*Bible*.

LESSON 358.

cióus cœous tióus

Instruction.—In the terminations of these words, *c* and *t* are equivalents of *sh*. Review Instruction (2), Lesson 112. Let the accent mark immediately precede the dotted consonant.

efficacious	pertinacious	expeditious
avaricious	farinaceous	ostentatious
injudicious	unpropitious	adventitious
inauspicious	superstitious	surreptitious
unsuspicious	conscientious	unpretentious

LESSON 359.

193

ția căă cial cîent

Instruction.—Same as preceding lesson.

inertia	artificial	sacrificial
minutia	unofficial	prejudicial
minutiæ	beneficial	inefficient
dementia	superficial	insufficient
crustacea	uncommercial	unproficient

LESSON 360.

cian sial țial

Instruction.—Same as Lesson 358.

politician	unessential	reverential
controversial	confidential	differential
influential	consequential	pestilential
penitential	unsubstantial	presidential
equinoctial	circumstantial	providential

LESSON 361.

cîâte țîâte

Instruction.—Same as Lesson 358. When followed by *t*, the vowels *ia* belong in different syllables, although preceded by a dotted consonant. Review Instruction, Lesson 219, for termination *ate*.

officiate	enunciate	initiate
associate	denunciate	novitiate
emaciate	annunciate	negotiate
depreciate	insatiate	licentiate
appreciate	expatiate	propitiate
excruciate	ingratiate	substantiate

LESSON 362.

an ant ance

Instruction.—In these words the accent falls upon the antepenult, except in *disappearance* and *perseverance*, which are accented on the penult.

agrarian	æolian	luxuriance
librarian	itinerant	deliverance
meridian	intolerant	inheritance
comedian	exorbitant	significance
tragedian	significant	continuance
leviathan	inhabitant	protuberance
barbarian	protuberant	intemperance
republican	appurtenant	perseverance
grammarian	concomitant	disappearance

LESSON 363.

ent ment

Instruction.—In these words the accent falls upon the antepenult

NOTE TO TEACHER.—Review Note to Teacher, Lesson 228.

obedient	ingredient	irreverent
recipient	constituent	benevolent
expedient	experiment	omnipotent
beneficent	subservient	impediment
equivalent	impertinent	presentiment
indifferent	improvident	encouragement
magnificent	embezzlement	discouragement

LESSON 364.

195

ent ment (continued).

Instruction.—In these words the accent falls upon the penult. In *sc* (equivalent of *ss*), *c* is silent.

iridescent	adolescent	reinvestment
incoherent	arborescent	reinstatement
antecedent	effervescent	disengagement
acquiescent	convalescent	disappointment
reminiscent	disagreement	disarrangement

LESSON 365.

ence

Instruction.—In these words the accent falls upon the antepenult.

beneficence	benevolence	obedience
irreverence	munificence	experience
intelligence	omnipotence	coincidence
indifference	impertinence	malevolence
magnificence	circumference	impenitence

LESSON 366.

ence (continued)

Instruction.—Same as Lesson 364.

incoherence	coalescence	iridescence
interference	adolescence	efflorescence
inadvertence	acquiescence	arborescence
independence	effervescence	reminiscence
omnipresence	convalescence	phosphorescence

LESSON 367.

Yôus

Instruction.—In these words the accent falls upon the antepenult. Review Instruction, Lesson 39. In *delirious*, *r* joins the preceding vowel.

insidious	delirious	laborious
invidious	injurious	nefarious
fastidious	notorious	inglorious
melodious	perfidious	salubrious
obsequious	victorious	ensorious
calumnious	penurious	uproarious
opprobrious	illustrious	gregarious
harmonious	impervious	mysterious
commodious	industrious	abstemious

LESSON 368.

êôus ûôus

Instruction.—In these words the accent falls upon the antepenult.

erroneous	assiduous	contiguous
cutaneous	deciduous	continuous
calcareous	innocuous	superfluous
extraneous	ingenuous	conspicuous
spontaneous	impetuous	promiscuous
discourteous	tumultuous	tempestuous
ambiguous	presumptuous	contemptuous

ôrons êrons ûrons ŷmons etc.

Instruction.—In these words the accent falls upon the antepenult. Webster gives preference to *indeco'rous*.

ridiculous ⁿ	analogous	circuitous
anomalous	vociferous	ubiquitous
melliferous	ungenerous	indigenous
miraculous	obstreperous	unanimous
incredulous	preposterous	synonymous
carnivorous	adventurous	magnanimous
monotonous	anonymous	indecorous

LESSON 370.

HOMONYMS.

see, *to perceive with the eye.*
 sea, *a large body of salt water.*

seem, *to appear.*
 seam, *of a garment.*

shone, *did shine.*
 shown, *revealed; directed.*

skull, *the bony case inclosing the brain.*

scull, *to impel a boat.*

slight, *trifling; to neglect.*
 sleight, *an artful trick.*

sore, *a hurt; diseased.*
 soar, *to fly aloft.*

step, *of the foot.*
 steppe, *an uncultivated plain.*

stile, *steps over a fence.*
 style, *manner.*

strait, *a narrow channel.*
 straight, *not crooked.*

sweet, *like sugar; pleasing.*
 suite, *a set of rooms; attendants.*

DICTATION EXERCISE.

This is a very sweet peach. He has a magnificent suite of apartments. The slight disagreement did not disturb our friendship. Did you see the sleight of hand performance? The sea

is rough. A seam is the fold or line formed by sewing together two pieces of cloth or leather. His offer did not seem advantageous to me. The sun shone brightly through the breaking clouds. He has shown himself to be a presumptuous youth. The physician gave him a salve for his sore hand. The mighty eagle can soar far above the clouds. The vessel passed through the strait in safety. "Make straight paths for your feet."—*Bible*. I recognized his step. How desolate this vast steppe appears! We paused at the stile for a moment's rest. Do not adopt a conspicuous style of dress. Can you scull a boat? "That skull had a tongue in it, and could sing once."—*Shakespeare*.

LESSON 371.

ative itive

Instruction.—In these words the accent falls upon the antepenult. For the sound of the vowel before *tive*, review Instruction (2), Lesson 193.

indicative	appellative	intuitive
derivative	alternative	infinitive
accusative	affirmative	definitive
restorative	superlative	correlative
imperative	conservative	inquisitive
prerogative	remonstrative	diminutive
provocative	contemplative	consecutive
comparative	demonstrative	competitive

LESSON 372.

199

ătivə ătivə

Instruction.—In these words the accent falls upon the first syllable. Review Instruction (2), Lesson 193. The words of the last column take a secondary accent upon the penult, making the *a* long obscure.

operative	alterative	imitative
palliative	dissipative	explicative
figurative	speculative	implicative
copulative	nominative	cumulative

LESSON 373.

tûrə

Instruction.—In the first two columns of these words the accent falls upon the first syllable. In the third column the first two words are accented upon the antepenult and the last three upon the penult. In the words of the second column a secondary accent falls upon the penult. In *legislature* and *nomenclature*, *a* is long.

literature	legislature	investiture
caricature	agriculture	discomfiture
miniature	architecture	manufacture
judicature	horticulture	peradventure
temperature	nomenclature	superstructure

LESSON 374.

tûdə izə

Instruction.—In these words the accent falls upon the antepenult.

beatitude	italicize	antagonize
solicitude	apologize	demoralize
similitude	epitomize	disorganize
vicissitude	economize	macadamize
decrepitude	monopolize	immortalize

LESSON 375.

à ă

Instruction.—Review Instruction (2), Lesson 193, and Instruction (1), Lesson 31. In *scarlatina*, *i* is equivalent to *e* long. In *panorama* and *cyclorama*, *a* in the accented syllable is Italian. In the first column of these words the accent falls upon the penult. In the second and third columns the accent falls upon the antepenult.

NOTE TO TEACHER.—Show pupils that in the words of this lesson terminating in *ea* and *ta*, these vowels, though coming together, are in separate syllables. In *dyspepsia*, when given the preferred pronunciation, *s* (though followed by *ta*) is unmarked.

tapioca	bacteria	regalia
panacea	hysteria	sciatica
diarrhea	magnolia	malaria
influenza	neuralgia	America
philopena	dyspepsia	ammonia
scarlatina	diphtheria	tarantula
panorama	mammalia	peninsula
cyclorama	pneumonia	phenomena

LESSON 376.

îön ȳüm ēüm

Instruction.—In the words of the first two columns the accent falls upon the antepenult. In those of the last column it falls upon the penult.

NOTE TO TEACHER.—Show pupils that in the terminations of these words the two vowels, though coming together, belong in separate syllables.

oblivion	delirium	coliseum
criterion	geranium	atheneum
accordion	millennium	ultimatum
residuum	opprobrium	mausoleum
encomium	gymnasium	interregnum
emporium	compendium	memorandum

DICTATION EXERCISE.

SHORT SELECTIONS FROM CHESTERFIELD.

Whoever is admitted or sought for in company upon any other account than that of his merit and manners, is never respected there, but only made use of.

A well-bred man does not suppose himself to be either the sole or principal object of the thoughts, looks, or words of the company; and never suspects that he is either slighted or laughed at, unless he is conscious that he deserves it.

For my own part, I really think that, next to the consciousness of doing a good action, that of doing a civil one is the most pleasing.

Be your character what it will, it will be known; and nobody will take it upon your own word. Never imagine that anything you can say yourself will varnish your defects or add lustre to your perfections; but, on the contrary, it may, and nine times in ten will, make the former more glaring and the latter obscure.

Observe carefully, then, what displeases or pleases you in others, and be persuaded that, in general, the same things will please or displease them in you.

LESSON 378.

İs İst

Instruction.—In these words the accent falls upon the antepenult.

analysis	dieresis	apologist
antithesis	paralysis	anatomist
metropolis	evangelist	monopolist
parenthesis	antagonist	ventriloquist

LESSON 379.

İe

Instruction.—Review Instruction, Lesson 262. In these words let the accent mark immediately precede the suffix *ic* or the syllable containing it, except in *arithmetic*, which is accented upon the antepenult.

oceanic	patriotic	telescopic
egotistic	theoretic	pedagogic
scientific	geometric	polyclinic
epidemic	microscopic	polytechnic
economic	calisthenics	philanthropic
energetic	pyrotechnics	arithmetic

LESSON 380.

Instruction.—The words of the first column are accented upon the last syllable; those of the second and third columns, upon the antepenult.

animadvert	identify	eulogium
inopportune	personify	melodeon
legerdemain	asparagus	centurion
multiplicand	receptacle	teetotalism
misapprehend	unparalleled	comparison

LESSON 381.

203

Instruction.—The words of the first two columns are accented upon the penult; those of the last column, upon the first syllable.

affidavit	desperado	flibuster
altogether	manifesto	participle
eucalyptus	irreligious	dandelion
locomotive	sacrilegious	multiplier
advantageous	gutta-percha	pettifogger

LESSON 382.

NOTE TO TEACHER.—Have pupils consult the dictionary for the pronunciation of these words.

facsimile	menagerie	virtuoso
espionage	automaton	basilicon
lineament	polygastric	alluvium
stereotype	reconnoiter	panegyric
tabernacle	kaleidoscope	orthoëpist

LESSON 383.

ěd ĩng

Instruction.—Review Instruction, Lesson 346. In these words the accent falls upon the second syllable.

NOTE TO TEACHER.—Show pupils that these are inflected forms of words ending in *ate*, and that the syllable which is accented in the stem is accented in the inflected form. A syllable having been added, the accent in these words falls upon the syllable preceding the antepenult.

facilitated	negotiated	associating
depreciated	propitiated	enunciating
abbreviated	adulterating	incorporating
precipitated	corroborating	remunerating
consolidated	accumulating	impersonating

LESSON 384.**àble**

Instruction.—In these words the accent falls upon the second syllable.

inexorable	inevitable	invariable
irrevocable	inimitable	sacrificable
inseparable	intolerable	irreparable
inestimable	indubitable	irrefragable
indisputable	inhospitable	abominable
incomparable	invulnerable	inexplicable
impracticable	interminable	uncharitable

LESSON 385.**ible** (continued).

Instruction.—In the words of this lesson the accent falls upon the antepenult.

irrefutable	disagreeable	unadvisable
inexcusable	irredeemable	irretrievable
inconsolable	indescribable	unacceptable
unaccountable	insupportable	incontestable

ible

indivisible	irresistible	irreversible
inexpressible	inaccessible	irresponsible
imperceptible	indigestible	incompatible
indestructible	inadmissible	inexhaustible

itŷ ětŷ

Instruction.—Review Instruction and Note to Teacher, Lesson 204

ingenuity	elasticity	animosity
ambiguity	liberality	generosity
perpetuity	similarity	university
continuity	electricity	eccentricity
uniformity	reciprocity	authenticity
perspicuity	peculiarity	notoriety
opportunity	punctuality	insobriety

LESSON 387.

HOMONYMS.

stare, *to look at fixedly.*

stair, *a flight of steps.*

sum, *the whole amount.*

some, *several; a portion.*

tear, *a drop of water from the eye.*

tier, *a row.*

toe, *of the foot.*

tow, *to draw through water.*

there, *in that place.*

their, *belonging to them.*

vale, *a valley.*

veil, *a covering for the face.*

vane, *a weather-cock.*

vain, *proud, worthless.*

vein, *a blood-vessel.*

won, *did win.*

one, *a single unit (1).*

wood, *timber; fuel.*

would, *wished; willed.*

you, *the person spoken to.*

ewe, *a female sheep.*

yew, *a tree.*

DICTATION EXERCISE.

It is discourteous to stare at people. We ascended the winding stair. I paid him a large sum for that miniature. Some losses are irretrievable. "He hath a tear for pity." They sat

in the highest tier of seats. His toe was badly crushed. The tug will tow the vessel into the harbor. The poet calls this world a "vale of tears." She wears a veil. A vane indicates the direction of the wind. "Let no man deceive you with vain words."—*Bible*. An artery has a thicker wall than a vein. She won the commendation of all. "One touch of nature makes the whole world kin."—*Shakespeare*. Ebony is a hard wood. Would you refuse a friend's request? The yew is frequently found in British churchyards. He had only one little ewe lamb. I shall be there promptly. The people manifested their appreciation by frequent and prolonged applause.

LESSON 388.

ity (continued).

Instruction.—In *partiality*, the vowels *ia*, though following a dotted consonant, belong in different syllables and a secondary accent falls upon the syllable preceding the dotted consonant.

volubility	liability	infidelity
durability	insipidity	partiality
imbecility	regularity	instability
possibility	sociability	unanimity
versatility	pertinacity	equanimity
probability	incongruity	magnanimity

īeal

Instruction.—Review Instruction, Lesson 262. Let the accent mark immediately precede *ie* or the syllable containing it.

NOTE TO TEACHER.—Show pupils that the addition of the suffix *al* to the suffix *ie* does not change the instruction.

academical	periodical	analytical
anatomical	theoretical	pharisaical
economical	theological	philological
puritanical	evangelical	hypercritical
alphabetical	paradoxical	metaphorical
mathematical	philosophical	metaphysical
typographical	chronological	philanthropical

LESSON 390.

īal ūal

Instruction.—In these words the accent falls upon the antepenult.

dictatorial	patrimonial	individual
testimonial	matrimonial	intellectual

er ar ātor

Instruction.—The words of the first column are accented upon the antepenult. The words ending in *ator* are accented upon the second syllable.

NOTE TO TEACHER.—Review Instruction, Lesson 346, and show pupils that the words of this Lesson ending in *ator* are nouns formed by adding the suffix *or* to verbs ending in *ate*. A syllable having been added, the accent in these words falls upon the syllable preceding the antepenult.

electrometer	participator	negotiator
lexicographer	investigator	propitiator
amphitheater	annunciator	refrigerator
perpendicular	denominator	enumerator

LESSON 391.

âry

Instruction.—In these words the accent falls upon the second syllable. A secondary accent falls upon the penult, which makes *a* in that syllable long obscure. In *extraordinary*, *a* is silent before *or*.

obituary	incendiary	itinerary
hereditary	apothecary	depository
preliminary	involuntary	imaginary
extraordinary	constabulary	contemporary

âçy âry

Instruction.—In the words of the first two columns, the accent falls upon the second syllable; in those of the last column, it falls upon the antepenult.

itineracy	indelicacy	elementary
illiteracy	legitimacy	anniversary
regeneracy	effeminacy	penitentiary
confederacy	degeneracy	complimentary

LESSON 392.

ôry

Instruction.—The words of the first column are accented upon the first syllable, the words of the second column upon the second syllable, and the words of the third column upon the antepenult.

expiatory	depository	valedictory
obligatory	preparatory	satisfactory
laboratory	observatory	interdictory
mediatory	explanatory	manufactory
mitigatory	reformatory	introductory
circulatory	conservatory	contradictory

LESSON 393.

209

ôğŷ ômŷ

Instruction.—In these words the accent falls upon the antepenult

genealogy	etymology	ichthyology
physiology	entomology	physiognomy
mineralogy	phraseology	pharyngotomy

âtivê âtê—*verb* âtê—*noun or adj.*

interrogative	illegitimate	insubordinate
representative	inarticulate	indiscriminate
undemonstrative	recapitulate	circumnavigate

LESSON 394.

an ant ent iŭm à ô

Instruction.—In these words the accent falls upon the antepenult.

theologian	insignificant	planetarium
antiquarian	disobedient	asafetida
Presbyterian	inexpedient	cyclopedia
bacchanalian	perihelium	hydrophobia
metropolitan	equilibrium	oratorio
subterranean	megatherium	archipelago

LESSON 395.

îôus êôus ûôus erôus *etc.*

Instruction.—In these words the accent falls upon the antepenult

deleterious	simultaneous	odoriferous
acrimonious	homogeneous	soporiferous
ceremonious	miscellaneous	cartilaginous
parsimonious	instantaneous	mucilaginous
sanctimonious	inconspicuous	pusillanimous

LESSON 396.

tjòn

Instruction.—Review Instruction (2), Lesson 112. In these words let the accent mark immediately precede the dotted consonant.

edification	elucidation	alleviation
justification	annihilation	qualification
investigation	precipitation	abbreviation
emancipation	inauguration	abomination
discrimination	appropriation	mortification
administration	multiplication	sanctification

LESSON 397.

tjòn (continued) cjan

Instruction.—Review Instruction, Lesson 302.

civilization	regeneration	irresolution
infatuation	gesticulation	indisposition
illumination	interrogation	circumlocution
continuation	reverberation	geometrician
accumulation	expostulation	arithmetician
interpretation	determination	mathematician

LESSON 398.

tjātjòn cjātjòn

Instruction.—When followed by *t*, the vowels *ia* belong in different syllables, though preceded by a dotted consonant. In words with two dotted consonants the primary accent falls upon the penult.

initiation	association	emaciation
negotiation	enunciation	expatiation
propitiation	excruciation	depreciation
pronunciation	denunciation	appreciation
substantiation	annunciation	renunciation

āṭlōn (continued).

reconciliation	recapitulation
rehabilitation	personification
interlineation	inconsideration
uncivilization	unregeneration
discontinuation	misinterpretation
mispronunciation	misrepresentation

LESSON 400.

īeal ēan ian ēōŋs iā

Instruction.—In these words the accent falls upon the antepenult.

genealogical	antediluvian
ecclesiastical	disciplinarian
etymological	heterogeneous
anthropological	extemporaneous
Mediterranean	encyclopedia
octogenarian	paraphernalia

LESSON 401.

něsš āblē āblŷ etc.

Instruction.—In the first three words the accent falls upon the second syllable. In the remaining words the accent falls upon the third syllable.

invariableness	invulnerableness
intolerableness	interchangeableness
irrevocableness	indefatigable
Pharisaicalness	unintelligible
inappropriateness	theoretically
miscellaneousness	irrecoverably
instantaneousness	interrogatory

LESSON 402.

DICTATION EXERCISE.

SHORT SELECTIONS FROM DANIEL WEBSTER.

If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds, if we imbue them with principles, with the just fear of God and love of our fellow-men, we engrave on those tablets something which will brighten to all eternity.

Clearness, force and earnestness are the qualities which produce conviction. True eloquence, indeed, does not consist in speech. It cannot be brought from far. Labor and learning may toil for it, but they will toil in vain. Words and phrases may be marshaled in every way, but they cannot compass it. It must exist in the man, in the subject, and in the occasion.

LESSON 403.

ity

Instruction.—Review Instruction, Lesson 204. In these words let the accent mark immediately precede the termination *ity*.

divisibility	irregularity	inferiority
incredibility	impetuosity	exteriority
susceptibility	dissimilarity	superiority
accountability	inhospitality	spirituality
destructibility	improbability	insensibility

ity (continued).

incontestability	indivisibility
inconceivability	individuality
imperceptibility	irresistibility
indestructibility	inaccessibility
incombustibility	inadmissibility
imperturbability	incompatibility
unaccountability	incorruptibility
incompressibility	inconvertibility

LESSON 405.

ity (continued).

Instruction.—In *inconsequentiality*, the vowels *ta*, though following a dotted consonant, belong in different syllables. A secondary accent falls upon the syllable preceding the dotted consonant.

inexorability	ineligibility
irrefragability	inimitability
incorrigibility	irrevocability
indefatigability	inseparability
imperishability	indissolubility
impenetrability	inexplicability
impracticability	innumerability
unanswerability	inconsequentiality
incontrovertibility	incomprehensibility

NOTE TO TEACHER.—Have pupils consult the dictionary for the pronunciation of these words and those of Lessons 407 and 408.

eyry	lapel	visor	minotaur
buoy	chamois	virile	dishabille
ennui	cayenne	venial	bronchitis
blithe	anchovy	reveille	caoutchouc
facade	aéronaut	inveigle	connoisseur
alpaca	amenable	tapestry	misconstrue
blouse	brougham	sapphire	homeopathy

LESSON 407.

gape	sough	deficit	mustache
herb	simile	finance	saccharine
aerie	subtle	conjure	plagiarism
finale	slough	derelict	rendezvous
bomb	schism	courtier	surveillance
jaguar	spinach	gherkin	reconnaissance
humble	mongrel	cinchona	pharmaceutical

LESSON 408.

awry	finesse	raillery	dolorous
naiad	recluse	falchion	etiquette
ducat	protege	paraffine	epicurean
naïve	naïvete	strategic	apparatus
senile	nascent	verdigris	hyperbole
flaccid	brigand	turquoise	extempore
mirage	piquant	truculent	contumacy

ABBREVIATIONS OF POLITICAL DIVISIONS.

Aust. = Austria.	Mex. = Mexico.
Belg. = Belgium.	Neth. = Netherlands.
Braz. = Brazil.	N. F. = Newfoundland.
B. C. = British Columbia.	N. Z. = New Zealand.
B. I. = British India.	Norw. = Norway.
Can. = Canada.	N. S. = Nova Scotia.
Den. = Denmark.	Port. = Portugal.
Eng. = England.	Prus. = Prussia.
Fr. = France.	Russ. = Russia.
G. B. = Great Britain.	Sp. = Spain.
Gr. = Greece.	Sw. = Sweden.
Hind. = Hindostan.	Switz. = Switzerland.
It. = Italy.	U. S. = United States.
Ir. = Ireland.	W. I. = West Indies.

LESSON 410.

STATES AND TERRITORIES.	ABBREVIATIONS. (As in U. S. Postal Guide.)	CAPITALS.
Alabama.	Ala.	Montgomery.
Alaska.	Alaska.	Sitka.
Arizona.	Ariz.	Phoenix.
Arkansas.	Ark.	Little Rock.
California.	Cal.	Sacramento.
Colorado.	Colo.	Denver.
Connecticut.	Conn.	Hartford.
Delaware.	Del.	Dover.
District of Columbia.	D. C.	Washington.
Florida.	Fla.	Tallahassee.
Georgia.	Ga.	Atlanta.
Idaho.	Idaho.	Boisé City.
Illinois.	Ill.	Springfield.

LESSON 411.

STATES AND TERRITORIES. ABBREVIATIONS.
(As in U. S. Postal Guide.)

CAPITALS

Indiana.	Ind.	Indianapolis
Indian Territory	Ind. T.	
Iowa.	Iowa.	Des Moines
Kansas.	Kan.	Topeka.
Kentucky.	Ky.	Frankfort
Louisiana.	La.	Baton Rouge
Maine.	Me.	Augusta
Maryland.	Md.	Annapolis
Massachusetts.	Mass.	Boston.
Michigan.	Mich.	Lansing.
Minnesota.	Minn.	St. Paul.
Mississippi.	Miss.	Jackson.
Missouri.	Mo.	Jefferson City

LESSON 412.

STATES AND TERRITORIES. ABBREVIATIONS.
(As in U. S. Postal Guide.)

CAPITALS.

Montana.	Mont.	Helena.
Nebraska.	Neb.	Lincoln.
Nevada.	Nev.	Carson City.
New Hampshire.	N. H.	Concord.
New Jersey.	N. J.	Trenton.
New Mexico.	N. Mex.	Santa Fé.
New York.	N. Y.	Albany.
North Carolina.	N. C.	Raleigh.
North Dakota.	N. Dak.	Bismarck.
Ohio.	Ohio.	Columbus.
Oklahoma Territory.	Okla. T.	Guthrie.
Oregon.	Oregon.	Salem.
Pennsylvania.	Pa.	Harrisburg.

LESSON 413.

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STATES AND TERRITORIES.	ABBREVIATIONS. (As in U. S. Postal Guide.)	CAPITALS.
Rhode Island.	R. I.	Providence and Newport.
South Carolina.	S. C.	Columbia.
South Dakota.	S. Dak.	Pierre.
Tennessee.	Tenn.	Nashville.
Texas.	Tex.	Austin.
Utah.	Utah.	Salt Lake City.
Vermont.	Vt.	Montpelier.
Virginia.	Va.	Richmond.
Washington.	Wash.	Olympia.
West Virginia.	W. Va.	Charleston.
Wisconsin.	Wis.	Madison.
Wyoming.	Wyo.	Cheyenne.
United States of America.	U. S. A.	Washington, D. C.

LESSON 414.

CONTRACTIONS.

Instruction.—A contraction is a word shortened in pronunciation by the omission of one or more letters. It may be composed of two words united in one.

An apostrophe (') should be placed where the omission occurs.

Contractions are used in poetry to meet the requirements of rhyme and rhythm, but otherwise are considered permissible in conversational composition only.

can't	=	can not.	I've	=	I have.
don't	=	do not.	ne'er	=	never.
e'en	=	even.	o'er	=	over.
e'er	=	ever.	shan't	=	shall not.
I'd	=	I would, or I had.	'tis	=	it is.
I'll	=	I will, or I shall.	'twas	=	it was.
I'm	=	I am.	we'll	=	we will.
It's	=	it is.	won't	=	will not.

ABBREVIATIONS OF NAMES OF MEN.

Alex. = Alexander	Ezek. = Ezekiel	Josh. = Joshua
Alf. = Alfred	Ez. = Ezra	Nath. = Nathaniel
Arch. = Archibald	Ferd. = Ferdinand	Nich. = Nicholas
Aug. = August	Fred. = Frederick	Nor. = Norman
Benj. = Benjamin	Geo. = George	Robt. = Robert
Chas. = Charles	Jac. = Jacob	Sam. = Samuel
Chr. = Christopher	Jas. = James	Sol. = Solomon
Eben. = Ebenezer	Jer. = Jeremiah	Theo. = Theodore
Edm. = Edmund	Jno. = John	Thos. = Thomas
Edw. = Edward	Jona. = Jonathan	Wm. = William
Em. = Emmanuel	Jos. = Joseph	Zach. = Zachary

LESSON 416.

NAMES OF WOMEN.

Agatha	Edith	Isabella	Ophelia
Agnes	Eleanor	Josephine	Patience
Alice	Elizabeth	Judith	Penelope
Amanda	Esther	Juliet	Phyllis
Anna	Eugenia	Katherine	Priscilla
Arabella	Eunice	Laura	Rachel
Beatrice	Evangeline	Letitia	Rebecca
Bertha	Florence	Lilian	Rosalind
Blanche	Frances	Louise	Ruth
Bridget	Geraldine	Lucretia	Sarah
Caroline	Gertrude	Madeline	Theodora
Cecelia	Hannah	Marcia	Ursula
Charlotte	Harriet	Margaret	Victoria
Constance	Inez	Martha	Virginia
Dorothy	Irene	Mildred	Winifred

LESSON 417.

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ABBREVIATIONS OF TITLE.

A.B.	= bachelor of arts	LL.D.	= doctor of laws
Adj.	= adjutant	Maj.	= major
A.M.	= master of arts	Messrs.	= gentlemen; sirs
Ald.	= alderman	M.D.	= doctor of medicine
Capt.	= captain	Mr.	= mister
Col.	= colonel	Ph.D.	= doctor of philosophy
D.D.	= doctor of divinity	P.M.	= postmaster
Dr.	= doctor	Pres.	= president
Esq.	= esquire	Prof.	= professor
Gen.	= general	Rev.	= reverend
Gov.	= governor	Sec.	= secretary
Hon.	= honorable	Sr.	= senior
Jr.	= junior	Supt.	= superintendent
Kt.	= knight	Tr.orTreas.	= treasurer

LESSON 418.

COMMERCIAL ABBREVIATIONS AND SIGNS.

a or @	= at or to	int.	= interest
Acc. or %	= account	Inv.	= invoice
B/L	= bill of lading	lb. or lb	= pound in weight
C.O.D.	= collect on delivery	L. or £	= pound sterling
Co.	= company	L.S.	= place for legal seal
Cr.	= creditor	Mdse.	= merchandise
ct. or ¢	= cent	M.O.	= money order
do. (ditto)	= the same	no. or Num.	= number
doz.	= dozen	Oz.	= ounce
Dr.	= debtor	per ct. or %	= by the hundred
Ex.	= express	pr. or $\wp$ (per)	= by the
f.o.b.	= free on board	R.R.	= railroad
gro.	= gross	Ry.	= railway
in.	= inch or inches	wt.	= weight

MISCELLANEOUS ABBREVIATIONS.

A.D.	= year of our Lord	Mem.	= memorandum
a. or ans.	= answer	Mfg.	= manufacturing
Alg.	= algebra	mo.	= month
Alt.	= altitude	MS.	= manuscript
A.M.	= before noon	Mt.	= mountain
Anon.	= anonymous	N.	= north
Av. or Ave.	= avenue	N.B.	= note well
B.C.	= before Christ	N.E.	= northeast
C. H.	= court house	N.W.	= northwest
Co.	= county	O.K.	= all correct
dept.	= department	p.	= page; (pp.) pages
diam.	= diameter	Phar.	= pharmacy
dist.	= district	plff.	= plaintiff
D.V.	= God willing	P.M.	= afternoon
E.	= east	P.O.	= postoffice
Ed.	= editor; (ed.) edition	pop.	= population
e.g.	= for example	pro tem	= for the time being
et al.	= and others	prox.	= of the next month
etc. or &c.	= and so forth	P. S.	= postscript; (Ps.) psalm
Ex.	= example; exception	R.S.V.P.	= answer, if you please
Fahr.	= Fahrenheit	S.	= south
Fr.	= French	S.E.	= southeast
ft.	= foot, feet or fort	S.W.	= southwest
Ger.	= German	St.	= street
Gr.	= Greek	Ter.	= territory
i.e.	= that is	Tp.	= township
incog.	= unknown	ult.	= of the last month
inst.	= the present month	viz.	= namely
Lat.	= Latin; (lat.) latitude	vol.	= volume
Lib.	= library; (lib.) book	vs.	= against
lon.	= longitude	W.	= west; (wk.) week
M.	= meridian (or noon)	yd.	= yard

APPENDIX.

PREFIXES

a = *at, in, on*—asleep, aground, afoot.

a (ab, abs) = *from*—avert, absolve, abstain.

ad (a, af, ac, ag, al, an, ap, ar, as, at) = *to*—admit, accede, affix.

am (amb, ambi, amphi) = *around*—ambiguous, amphitheatre.

ante = *before*—antedate, anteroom.

anti (ant) = *against*—antipathy, antarctic.

be = *to make, by, about*—becalm, because.

circum (cirou) = *around*—circumscribe, circumvent.

con (co, cog, col, com, cor) = *with, together*—concur, coexist.

contra (contro, counter) = *against*—contradict, controvert, counteract

de = *down, from*—deduce, descend, depart.

dia = *through*—diameter, diagonal.

dis (di) = *twice*—dissyllable, dilemma.

dis (di, dif) = *apart*—disjoint, diverge, differ.

en (em) = *in, on, into*—enthroned, embrace.

ex (e, ec, ef) = *out, from*—extract, eject, eccentric, effect.

extra = *beyond*—extraordinary, extravagant.

for = *not, from*—forget, forbid, forsake.

fore = *before*—foresee, foretaste, foretell.

hyper = *over, beyond*—hypercritical.

hypo = *under, beneath*—hypocrite, hypotenuse.

in (il, im, ir) in nouns and verbs = *in, into, on*—include, import

in (ig, il, im, ir) in adjectives and nouns = *not*—ignoble.

inter = *between, among*—interline, interpose.

intro = *within*—introvert, introduce.

mis = *wrong, amiss*—misuse, mistake, misspell.

ob (o, oc, of, op) = *in the way of, against, out*—object, omit. occur.

off = *from*—offshoot, offspring.

out = *beyond*—outpost, output, outlaw.

over = *above*—overlay, overhead, overflow.

per (pel) = *through, by*—perceive, pervade, pellucid.

- pre** = *before*—precede, preface, prefer.
poly = *many*—polygon, polysyllable.
post = *after*—postscript, postpone.
pro (pur) = *for, forth, forward*—proceed, proclaim, pursue.
re = *again, back*—return, remake, review.
retro = *back, backward*—retrograde, retrovert.
se = *aside*—select, seclude, secede.
semi = *half*—semicircle, semitone.
sine = *without*—sinecure.
sub (suc, suf, sug, sup, sus) = *under*—submerge, succeed, suffer.
subter = *beneath, under*—subterranean, subterfuge.
super (sur) = *above, over*—superfine, survey.
syn (sy, syl, sym) = *with, together*—syntax, system, syllable, symphony.
to = *the, this*—to-morrow, to-day.
trans (tra) = *over, beyond, across*—transfer, transmit, traverse.
tri = *three*—triangle, trisyllable.
ultra = *beyond, extreme*—ultramarine, ultramontane.
un = *not, to undo*—untrue, unsafe, unfold.
under = *beneath, below*—underline, underbid.
vice = *in place of*—vice-president.
with = *from, against*—withdraw, withhold.

SUFFIXES.

- able** (ible, ble) = *able to be, fit to be*—saleable, audible, soluble.
ac = *like, pertaining to*—cardiac, demoniac.
aceous (acious) = *of, like, having*—herbaceous, capacious.
acy = *state of being*—accuracy, contumacy.
age = *state or act of*—bondage, passage.
al = *pertaining or relating to*—floral, dental, fraternal.
an = *like, pertaining to, one who*—urban, American, historian.
ance (ancy) = *state of being, act of*—elegance, constancy.
ant (ent) = *one who or that which* (noun), *being or doing* (adj.).
 mendicant, president, abundant, evident.

- ar** (ard) = *one who, like*—scholar, coward, circular.
- ary** (ery, ory) = *one who, place where, the thing that*—lapidary, fernery, dormitory.
- ate** = *one who, having*—delegate, curate, roseate.
- cle** (cule) = *little, small*—icicle, particle, corpuscle.
- dom** = *state of*—freedom, kingdom.
- ee** = *one who, one to whom*—absentee, assignee.
- eer** (ier) = *one who*—engineer, financier.
- en** = *made of, to make*—wooden, shorten, sadden.
- ence** (ency) = *state of being*—absence, currency.
- er** = *one who* (noun), *more* (adj.)—speaker, longer.
- escence, escent** = *state of becoming, becoming*—putrescence, putrescent.
- et, ette, let** = *little*—closet, coquette, rivulet.
- ful** = *full of*—truthful, fearful.
- fy** = *to make*—beautify, dignify, certify.
- hood** = *state of being*—childhood, manhood, knighthood.
- ic** (ical) = *like, pertaining to*—comic, practical, medical.
- ice** = *that which*—justice, notice, malice.
- id** = *being, quality of*—solid, acid, timid.
- ile** = *relating to, apt to, puerile, fragile.*
- ine** = *of, belonging to*—feline, divine, feminine.
- ion** = *act of, state of being*—session, donation, permission.
- ise** (ize) = *to make, to give*—criticise, civilize, legalize.
- ish** = *to make* (verb), *somewhat* (adj.)—publish, finish, foolish, girlish.
- ism** = *state of being*—barbarism, fanaticism.
- ist** = *one who*—florist, artist, botanist.
- ite** = *one who*—favorite, Israelite.
- ity** (ty) = *state or quality of being*—liberty, captivity, eternity.
- ive** = *one who, that which*—native, captive, motive.
- ix** = *feminine*—testatrix, administratrix.
- kin** = *little*—lambkin, manikin.
- less** = *without*—endless, senseless, artless.
- ly** = *like*—manly, truly, wisely.
-

ling = *little*—duckling, lordling, foundling
ment = *being, act of*—excitement, treatment.
mony = *state of being, that which*—acrimony, testimony.
ness = *state or quality of being*—sweetness, cleanness.
ock = *little*—hillock.
or = *one who, that which*—actor, motor.
ose (ous) = *full of*—verbose, famous.
ship = *state of*—friendship, partnership.
some = *full of, causing*—gladsome, troublesome.
ster = *one who*—songster, teamster.
tude = *being, state of being*—multitude, gratitude, servitude.
ule = *little*—capsule, globule.
ulent = *full of*—fraudulent, virulent.
ure = *act of, state of*—culture, fracture, creature.
ward (wards) = *in the direction of*—windward, westward, backward.
y = *state of being, full of, having*—infamy, misery, flowery, wealthy.

TERMS.

Orthoëpy.—The art of uttering words correctly; mode of pronunciation.

Orthography.—The art or practice of writing words with the proper letters, according to standard usage.

Etymology.—That branch of philological science which treats of the history of words, tracing out their origin, primitive significance, and changes of form and meaning.

Vowel.—A letter which represents a pure vocal sound of the human voice.

Consonant.—A letter which represents a sound of the human voice which is modified by the organs of speech.

Surd or Aspirate.—A consonant sound produced by the breath.

Sonant or Subvocal.—A consonant sound produced by the voice.

Diphthong.—The union of two vowel sounds pronounced in one syllable; as, *ou* in *out*.

Digraph.—Two vowels or two consonants combined to express a single articulated sound; as, *ea* in *head*, or *th* in *bath*.

Trigraph.—Three vowels or three consonants combined to express a single articulated sound; as, *ieu* in *adieu*, or *ght* in *right*.

Silent Letter.—A letter which forms a part of the written word, but has no sound in the spoken word; as, *k* and *e* in *knife*.

Equivalents.—Letters or combinations of letters having the same sound; as, *c* (hard) is an equivalent of *k*; in the word *beau*, *eau* is an equivalent of *o* long.

Word.—The spoken sign of an idea, hence the written or printed character or characters expressing such a term.

Primitive Word.—A word not derived from another word; as, *man*.

Derivative Word.—A word formed from another word; as, *manly*.

Compound Word.—Two or more words joined together by a hyphen; as, *man-of-war*.

Syllable.—A word or part of a word pronounced by a single impulse of the voice; as, *la* in *syllable*.

Syllabication.—The act or method of dividing words into syllables.

Monosyllable.—A word of one syllable; as, *class*.

Dissyllable.—A word of two syllables; as, *classing*.

Trisyllable.—A word of three syllables; as, *classify*.

Polysyllable.—A word of more than three syllables; as, *classifying*.

Penult.—The last syllable but one of a word.

Antepenult.—The last syllable but two of a word.

Root.—The root of a word is its radical or essential part; as, *act* in *inactive*.

Stem.—That part of an inflected word which remains unchanged (except by euphonic variations) throughout a given inflection; as, *rest* in *rested*, *resting*.

Inflection.—The variation or change which words undergo to mark case, gender, number, comparison, tense, person, mode, voice, etc.; as, *short*, *shorter*, *shortest*.

Prefix.—One or more letters or syllables combined or united with the beginning of a word to modify its signification; as, *pre* in *prefix*; *for* in *forbid*.

Suffix.—One or more letters or syllables added or appended to the end of a word to modify the meaning; as, *er* in *banker*.

Accent.—A superior force of voice upon some particular syllable of a word to distinguish it from other syllables.

Accent Mark.—The character (') placed above and to the right of a syllable to indicate that it should be accented.

Diacritical Marks.—Marks used to indicate the different sounds of a letter.

Homonym.—A word having the same sound as another, but differing from it in meaning; as, *pair*, *pear*.

DIACRITICAL MARKS

AS USED IN THE INTERNATIONAL DICTIONARY.

VOWEL MARKS.

THE MACRON, over any vowel and over oo.	as,	$\bar{a}$	A DOT, under <i>a</i> , <i>o</i> and <i>u</i>	as,	$\underset{\cdot}{a}$
THE BREVE, over any vowel and over oo.	as,	$\breve{a}$	TWO DOTS, over <i>a</i> and <i>t</i>	as,	$\ddot{a}$
THE CIRCUMFLEX, over <i>a</i> , <i>e</i> , <i>o</i> and <i>u</i> .	as,	$\hat{a}$	TWO DOTS, under <i>a</i> , <i>o</i> and <i>u</i> ..	as,	$\underset{\cdot\cdot}{a}$
THE TILDE, OR WAVE, over <i>e</i> , <i>i</i> and <i>y</i> .	as,	$\tilde{e}$	A LINE, under <i>e</i>	as,	$\underline{e}$
A DOT, over <i>a</i> and <i>o</i>	as,	$\dot{a}$	THE LONG OBSCURE, over any vowel.	as,	$\bar{a}$

CONSONANT MARKS.

A LINE, over <i>g</i>	as,	$\bar{g}$	THE CEDILLA.....	as,	$\underset{\cdot}{g}$
A DOT, over <i>g</i>	as,	$\dot{g}$	THE SUSPENDED BAR, un- der <i>s</i> and <i>x</i> .	as,	$\underset{ }{s}$
A LINE, under <i>n</i>	as,	$\underline{n}$	A LINE, through <i>th</i>	as,	th
A LINE, through <i>c</i>	as,	$\underset{ }{c}$	THE TILDE, OR WAVE, over <i>n</i> ..	as,	$\tilde{n}$

SPECIAL MARKS USED IN THIS BOOK.

A SLANT LINE, through any letter to make it silent.	as,	à	A LINE, through <i>a</i> , <i>o</i> , <i>u</i> , <i>d</i> , <i>f</i> , <i>gh</i> and <i>ph</i> .	as,	a
A DOT, over <i>e</i> and <i>u</i>	as,	$\dot{e}$	A LINE, under <i>u</i>	as,	$\underline{u}$
A DOT, under <i>c</i> , <i>s</i> and <i>t</i>	as,	$\underset{\cdot}{c}$	THE CIRCUMFLEX, under <i>ó</i> ..	as,	$\circ$
TWO DOTS, under <i>ew</i> , <i>s</i> and <i>z</i> ..	as,	ew	THE INVERTED BREVE, over <i>i</i> .	as,	$\overset{\cdot}{i}$
THREE DOTS, under <i>t</i>	as,	t	THE SHORT OBSCURE, un- der <i>a</i> and <i>e</i> .	as,	$\underset{\cdot}{a}$
A LINE, over <i>ew</i> , <i>x</i> and <i>eau</i>	as,	$\overline{\text{ew}}$	THE GLIDE OBSCURE, un- der any glide vowel.	as,	er
THE SUSPENDED BAR, un- der <i>c</i> .	as,	$\underset{ }{c}$			

CLASSIFICATIONS OF THE ALPHABET.

Vowels **a, e, i, o, u,** and sometimes **W** and **y.**

Consonants...	{	SUBVOCALS (Voiced consonants)	} b, d, g, j, l, m, n, r, v, w, y, z.
		ASPIRATES or SURDS (Whispers)	} c, f, h, k, p, q, s, t, x.
		<i>or</i>	
		LABIALS (Lip letters)	} b, m, p, w.
		LINGUALS (Tongue letters)	} c, d, g, k, j, l, n, q, r, s, t, x, y, z.
		DENTALS (Teeth letters)	} f, v.
		GUTTURAL (Throat)	} g
		PURE ASPIRATE (Breath)	} h

Diphthongs **oi, ou, ow, oy.**

Vowel Digraphs.....	{	ae, ai, ao, au, aw, ay; ea, ee, ei, eo, eu, ew, ey; ia, ie, io; oa, oe, oo, ou, ow; ua, ue, ui, uo, uy; ye.
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Vowel Trigraphs.....	{	awe, aye, eau, eou, ewe, eye, ieu, iou, iew, owe.
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Consonant Digraphs **ch, gh, ph, sh, th, ng.**

Also, any two consonants which are combined to express a single articulated sound.

Consonant Trigraphs **ght, tch.**

TABLE OF SOUNDS.

(Arranged Alphabetically.)

VOWELS AND VOWEL EQUIVALENTS

a

ă (short)	as in <i>hat</i>	āī = ā	as in <i>portrait</i>
ī (long)	as in <i>hate</i>	ai = ǝ	as in <i>said</i>
â (Italian)	as in <i>car</i>	âī = â	as in <i>pair</i>
â (short Italian)	as in <i>ask</i>	ăū = ă	as in <i>aunt</i>
ā (broad)	as in <i>all</i>	āū = ā	as in <i>gauge</i>
â (circumflex)	as in <i>care</i>	au = a	as in <i>haul</i>
ǝ (short obscure)	as in <i>final</i>	aw = a	as in <i>saw</i>
â (long obscure)	as in <i>surface</i>	awə = a	as in <i>awe</i>
ar (glide obscure) = er	as in <i>collar</i>	āx = ā	as in <i>day</i>
a = ǝ	as in <i>was</i>	āx = ā	as in <i>Monday</i>
a = ǝ	as in <i>any</i>	ax = ǝ	in the word <i>says</i>
æ { must be marked and sounded as though it were e alone.		äy = äī	in <i>ay</i> { meaning yes
ai = ī	as in <i>certain</i>	äyə = äī	in <i>aye</i> { meaning yes
ai = ā	as in <i>laid</i>	äyə = ā	in <i>aye</i> { meaning always

e

ǝ (short)	as in <i>net</i>	ea = ā	as in <i>break</i>
ē (long)	as in <i>me</i>	ēa = â	as in <i>pear</i>
ê (circumflex) = â	as in <i>there</i>	ēa = ǝ	as in <i>earn</i>
ĕ (tilde or wave)	as in <i>her</i>	ea = a	as in <i>ocean</i>
ē (short obscure)	as in <i>patent</i>	ēā = ā	as in <i>heart</i>
ē (long obscure)	as in <i>delay</i>	ēau = ō	as in <i>beau</i>
er (glide obscure)	as in <i>after</i>	ēau = ū	as in <i>beauty</i>
è = ī	as in <i>pretty</i>	ēē = ē	as in <i>keep</i>
ēa = ǝ	as in <i>head</i>	ēē = ē	as in <i>coffee</i>
ēa = ē	as in <i>near</i>	ēē = ī	as in <i>been</i>

e

ēi = ē	as in <i>heifer</i>	ēū = ū	as in <i>feud</i>
ēi = ē	as in <i>weird</i>	ew = ō	in the word <i>sew</i>
ēi = ī	as in <i>forfeit</i>	ew = ōō	as in <i>crew</i>
ēi = â	as in <i>heir</i>	ēw = ū	as in <i>pew</i>
ei = ā	as in <i>vein</i>	ēw = ū	as in <i>ewe</i>
ēo = ū	as in <i>pigeon</i>	ēx = ē	as in <i>key</i>
ēo = ē	as in <i>leopard</i>	ex = ā	as in <i>they</i>
ēo = ē	as in <i>people</i>	ēx = ī	as in <i>donkey</i>
ēou = ū	as in <i>gorgeous</i>	ēy = ī	as in <i>eye</i>

i

ī (short)	as in <i>hit</i>	īe = ī	as in <i>duties</i>
ī (long)	as in <i>kite</i>	īe = ī	as in <i>tried</i>
ī (trille or wave) = ē	as in <i>sir</i>	īe = ē	as in <i>thief</i>
ī (long obscure)	as in <i>idea</i>	ier = er	as in <i>brazier</i>
ir (glide obscure) = er	as in <i>nadir</i>	īeū = ū	as in <i>lieu</i>
ī = y (consonant)	as in <i>valiant</i>	īew = ū	as in <i>view</i>
ī = ē	as in <i>pique</i>	īo = ū	as in <i>nation</i>
īa = a	as in <i>social</i>	īou = ū	as in <i>gracious</i>
īe = e	as in <i>ancient</i>		

o

ō (short)	as in <i>hop</i>	ow (diphth'g) = ou	as in <i>corn</i>
ō (long)	as in <i>bone</i>	oy (diphth'g) = oi	as in <i>coy</i>
ô (circumflex) = a	as in <i>for</i>	ōō (short)	as in <i>book</i>
ô (long obscure)	as in <i>hero</i>	ōō (long)	as in <i>moon</i>
or (glide obscure) = er	as in <i>labor</i>	o = ū	as in <i>word</i>
oi (diphthong)	as in <i>oil</i>	e = wū	as in <i>one</i>
ou (diphthong)	as in <i>out</i>	o = ī	in the word <i>women</i>

O

o = $\bar{o}$	as in <i>who</i>
o = $\bar{oo}$	as in <i>wolf</i>
o = $\bar{u}$	as in <i>son</i>
$\bar{o}a = \bar{o}$	as in <i>boat</i>
$\bar{o}a = a$	as in <i>broad</i>
oe {	must be marked and sounded as though it were e alone.
oe = $\bar{oo}$	as in <i>shoe</i>
oe = $\bar{u}$	as in <i>does</i>
$\bar{o}e = \bar{o}$	as in <i>toe</i>
oi = $\bar{i}$	as in <i>tortoise</i>

oq = $\bar{u}$	as in <i>blood</i>
$\bar{o}q = \bar{o}$	as in <i>door</i>
ou = $\bar{oo}$	as in <i>route</i>
$\bar{o}u = \bar{oo}$	as in <i>could</i>
$\bar{o}u = \bar{u}$	as in <i>touch</i>
$\bar{o}u = \bar{o}$	as in <i>four</i>
$\bar{o}u = a$	as in <i>cough</i>
$\bar{o}w = \bar{o}$	as in <i>blow</i>
$\bar{o}w = \bar{o}$	as in <i>window</i>
$\bar{o}we = \bar{o}$	as in <i>owe</i>

U

$\bar{u}$ (short)	as in <i>cut</i>
$\bar{u}$ (long)	as in <i>fuse</i>
$\bar{u}$ (circumflex)	as in <i>turn</i>
$\bar{u}$ (long obscure)	as in <i>unite</i>
$\bar{u}r$ (glide obscure) = $\bar{e}r$	as in <i>*augur</i>
$\bar{u} = w$ (consonant)	as in <i>queen</i>
$\bar{u} = \bar{oo}$	as in <i>rude</i>
$\bar{u} = \bar{oo}$	as in <i>put</i>
$\bar{u} = \bar{e}$	as in <i>bury</i>
$\bar{u} = \bar{i}$	as in <i>busy</i>
$\bar{u}a = \bar{a}$	as in <i>guarantee</i>

$\bar{u}a = \bar{a}$	as in <i>guard</i>
$\bar{u}ay = \bar{e}$	in the word <i>quay</i>
$\bar{u}e = \bar{oo}$	as in <i>true</i>
$\bar{u}e = \bar{u}$	as in <i>due</i>
$\bar{u}e = \bar{e}$	as in <i>guess</i>
$\bar{u}e$ (silent)	as in { <i>plague</i> <i>pique</i>
$\bar{u}i = \bar{oo}$	as in <i>fruit</i>
$\bar{u}i = \bar{u}$	as in <i>juice</i>
$\bar{u}i = \bar{i}$	as in <i>guilt</i>
$\bar{u}or = \bar{e}r$	as in <i>liquor</i>
$\bar{u}y = \bar{i}$	as in <i>buy</i>

W (vowel only after a vowel)

$\bar{y}$ (short) = $\bar{i}$	as in <i>hymn</i>
$\bar{y}$ (long) = $\bar{i}$	as in <i>by</i>
$\bar{y}r$ (glide obscure) = $\bar{e}r$	as in <i>satyr</i>

Y (vowel)

$\bar{y}$ (thick or wave) = $\bar{e}$	as in <i>myrrh</i>
$\bar{y}$ (long obscure) = $\bar{i}$	as in <i>hyena</i>
$\bar{y}e = \bar{i}$	as in <i>dye</i>

* The International Dictionary marks $\bar{u}$ short in the unaccented syllables of *augur*, etc., but we prefer to use our glide obscure mark, which represents the same sound.

CONSONANTS AND CONSONANT EQUIVALENTS.

b	as in <i>bat, bell</i>	p	as in <i>pin, ripe</i>
e (hard) = k	as in <i>cat, cape</i>	ph = f	as in <i>phrase, prophet</i>
ç (cedilla) = s	as in <i>cell, mice</i>	q = k	as in <i>pique, opaque</i>
ç = z	as in <i>suffice, discern</i>	r (rough)	as in <i>rat, run</i>
ç = sh	as in <i>precious, ocean</i>	r (glide)	as in <i>tar, her</i>
çh = sh	as in <i>chute, charade</i>	r (trill) in <i>thr</i>	as in <i>three, throw</i>
ch = tsh	as in <i>chip, much</i>	s (surd)	as in <i>sat, this</i>
d	as in <i>dot, hod</i>	š (sonant) = z	as in <i>has, rose</i>
đ = t	as in <i>missed, raced</i>	š = sh	as in <i>sure, mansion</i>
d = j	in the word <i>soldier</i>	š = zh	as in <i>vision, closure</i>
f	as in <i>fat, safe</i>	sh	as in <i>shut, dash</i>
f = v	in the word <i>of</i>	t	as in <i>tub, hit</i>
ġ (hard)	as in <i>gave, dog</i>	t = sh	as in <i>nation, partial</i>
ġ (soft) = j	as in <i>gem, gentle</i>	t = ch	as in <i>question</i>
g = zh	in the words <i>{rouge regime}</i>	th (surd)	as in <i>thin, bath</i>
gh = f	as in <i>cough, laugh</i>	th (sonant)	as in <i>that, bathe</i>
gh = p	in the word <i>hiccough</i>	u = w	as in <i>queen, anguish</i>
h	as in <i>hat, hate</i>	v	as in <i>vex, live</i>
ĥ = y (consonant)	as in <i>valiant</i>	w	as in <i>we, was</i>
j	as in <i>jug, jet</i>	wh = hw	as in <i>what, when</i>
j = y	in the word <i>hallelujah</i>	x (surd) = ks	as in <i>tax, vex</i>
k	as in <i>kind, cake</i>	x (sonant) = gz	as in <i>exact, exist</i>
l	as in <i>lad, ail</i>	ḫ = z	as in <i>xebec, Xenia</i>
m	as in <i>map, came</i>	y (consonant)	as in <i>yet, you</i>
n	as in <i>ran, not</i>	z	as in <i>zeal, zest</i>
ṇ (nasal)	as in <i>rang, rank</i>	z = s	in the word <i>chintz</i>
ñ = ny	as in <i>cañon, señor</i>	z = zh	as in <i>azure, brazier</i>

CONDENSED TABLE OF VOWEL EQUIVALENTS.

$\bar{a}i = \bar{a}u = \bar{a}x = \bar{a}x\bar{e} = \bar{e}a = \bar{e}i = \bar{e}x$	$= \bar{a}$
$\bar{a}u = \bar{e}a = \bar{u}a$	$= \bar{a}$
$\bar{a}u = \bar{a}w = \bar{a}w\bar{e} = \hat{o} = \hat{o}a = \hat{o}u$	$= \bar{a}$
$\hat{a}i = \hat{e} = \hat{e}a = \hat{e}i$	$= \hat{a}$
$\bar{e}a = i\bar{a}$	$= \bar{a}$
$a = ai = ax = \bar{e}a = \bar{e}i = \bar{e}e = \underline{u} = u\bar{e}$	$= \bar{e}$
$\bar{e}a = \bar{e}e = \bar{e}i = \bar{e}e = \bar{e}x = \bar{i} = i\bar{e}$	$= \bar{e}$
$\bar{e}a = \bar{i} = \bar{y}$	$= \bar{e}$
$ar = ir = ier = or = ur = uor = yr$	$= er$
$\bar{a}i = \bar{e} = \bar{e}e = \bar{e}i = \bar{e}x = i\bar{e} = \bar{e}i = \bar{u} = u\bar{i} = \bar{y}$	$= \bar{i}$
$\bar{e}i = \bar{e}y\bar{e} = i\bar{e} = u\bar{i} = u\bar{y} = \bar{y} = \bar{y}e$	$= \bar{i}$
$\bar{e}a\bar{u} = ew = \bar{o}a = \bar{o}e = \bar{o}e = \bar{o}u = \bar{o}w = \bar{o}w\bar{e}$	$= \bar{o}$
$\bar{o} = \bar{o}u = u$	$= \bar{o}$
$\bar{e}w = \bar{o} = \bar{o}e = \bar{o}u = u = u\bar{e} = u\bar{i}$	$= \bar{o}$
$\bar{e}o = \bar{e}ou = i\bar{o} = i\bar{o}u = \bar{o} = \bar{o}e = \bar{o}e = \bar{o}u = \bar{o}w = \bar{u}$	
$\bar{e}a\bar{u} = \bar{e}u = \bar{e}w = \bar{e}w\bar{e} = i\bar{e}u = i\bar{e}w = \bar{u}e = u\bar{i} = \bar{u}$	
$\bar{o} = \bar{o}u$	$= \bar{u}$

CONDENSED TABLE OF CONSONANT EQUIVALENTS.

$gh = ph = f$	$c = s = t = ch = sh$
$e = q = k$	$s = z = zh$
$c = s = \bar{x} = z$	

